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ABSTRACT

This handbook for vocational educators, counselors, employment and training program staff, and youth agency personnel contains ideas for planning and delivering coordinated youth employment services by vocational education and Comprehensive Employment and Training Act (CETA) employment and training programs. Following an overview, section 1 introduces employability in the 1980s, anticipated outcomes of coordinated services, and a rationale for the "Let's Work Together" models for three eudcational settings. Section 2 offers techniques for coordinating services around the five essential minimum areas of a coordinated program: administration organization, services to youth, educational/employability development services, work experiences, and transition from school to work. Models of coordinated services that have been used in the state of Washington are described in section 3 according to the essential administrative program areas. These include comprehensive high school (large high school), pre-vocational program (vocational-technical institute), vocational cooperative program (small high school), regional skills center, and juvenile justice programs. Section 4 tells what local and national resources exist and how to find them. Annotations are provided for these types of resources: vocational agencies in the State of Washington, occupational and career information delivery systems, assessment instruments, and helpful resources. Appendixes include an assessment instrument, a glossary, sample interagency agreements, and other sample program forms. (YLB)

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LET'S WORK TOGETHER:

Strategies for Youth Employability Development

A Handbook

Prepared with funds made available under the
Comprehensive Employment and Training Act (CETA),
Special Grants to Governors,
Washington State Employment Security Department,
Employment and Training Services Division

Norward J. Brooks, Commissioner;
John Spellman, Governor

By

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May 1982

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OVERVIEW

Whether you live in Spokane or Seattle, Colville or Cathlamet, chances are you know youth who are looking for work--or soon will be. In school or not, most of these youth are serious about finding a job. How well they succeed depends in large measure on how well they were prepared.

While we know youth face some real barriers to employment today, we also know how to help them acquire--and then demonstrate--their newly learned skills and experience. For the past several years, Washington state has been a leader in preparing youth for employment. Citizens at all levels have recognized the advantages of investing in human capital:

--school districts offer a wide variety of career and vocational offerings that provide a basic core of skills

--vocational-technical institutes and community colleges provide specialized training leading to job entry

--locally-managed employment and training programs target special services to individuals with unique needs

--juvenile justice programs provide transition services to youngsters in custody

--and hundreds of employers devote thousands of hours helping youth try out potential jobs and learn essential work skills

These are just a few examples of how communities across Washington are addressing the challenge of preparing young people for a complex world of work in the 1980s. Sometimes they use federal, state and local resources. Most often it's just ingenuity. With today's reduced funding, the need for coordination to provide the best services is clear. The unsung heroes in this process are people like you who are committed to putting ideas into action, who have a "let's make it work" attitude.

Coordinated Services

When programs and agencies work together to achieve a common goal, we say that they provide "coordinated services." Regarding youth and the world of work, the common goal is to help young people acquire that special combination of skills that enable smooth transitions between education and employment.

Rising unemployment combined with decreasing dollars in education and training budgets make the task of providing "coordinated services" more difficult than ever before...and far more critical.

The State of Washington Standards for Vocational Education Programs specify that the primary objective of vocational programs is "the development of competencies that lead to entry level employment as well as entry into advanced vocational training."

The U. S. Department of Labor goal for youth is to "establish programs designed to make a significant long-term impact on the structural unemployment problems of youth...to enhance the job prospects and career opportunities of young persons including employment, community service opportunities, and such training and support services as are necessary to enable participants to secure suitable and appropriate employment in the public and private sectors of the economy."

Because these programs have such similar goals for youth, there is a danger of duplicating services. At the same time, these common goals present the potential for maximizing the available resources for youth. It is through the coordination of services that this potential can be realized. The result is increased use of available resources, reduction of duplicated services and systematic programming for youth.

Let's Work Together

In the State of Washington, the Let's Work Together project was stimulated by the realization that Vocational Education and CETA-funded employment and training programs for youth shared many of the same goals. The purpose of the project was to take a careful look at successful cases of coordination between vocational education institutions and prime sponsors. Based on the findings, several models for coordination were developed, along with an instrument designed to measure whether increased coordination actually occurs. During the past year three of the models were tested--one in a small school district in northeastern Washington, one in a large high school in the greater Seattle area and one in a vocational-technical institute, also near Seattle. In each case, the specific goals of the Let's Work Together project were:

- To improve skill training, job placements and career counseling services to high school youth by developing or improving coordination between CETA-funded youth programs and vocational education programs
- To develop methods to utilize more effectively the resources of both programs to serve youth better

Audience

This Let's Work Together Handbook is for schools and youth programs with similar goals: helping youth to gain meaningful and successful employment. The Handbook sets forth current ideas about how to plan and provide coordinated services that maximize a young person's chances for succeeding in today's world of work.

The kinds of professionals who will find this Handbook most helpful are:

- Employment and Training Program staff and counselors
- Vocational education directors
- Instructors in secondary schools and vocational institutions
- School counselors
- Career educators
- Any public or private agency contact person working with youth work experience programs
- Private sector personnel specialists or persons who work with youth programs
- Staff of juvenile justice facilities

Introduction

Let's Work Together is concerned with how young people fare in the current job market. Job seeking in the 1980s is fiercely competitive, and unemployment rates are skyrocketing. Further, the increase in "high technology" can quickly put and keep a large group of people at a distinct disadvantage in the labor market. There were times young people had more hope. With job skills, a well-completed job application and a successful interview, a young job seeker had a good chance. Unfortunately, those times are past.

We know that the youth we serve have barriers to employment that can't be solved by job placement alone. Some young people aren't ready for placement because they have problems that keep them from making a better life for themselves: medical needs, child care they can't afford, criminal records or difficulty with the English language. Others have never worked. Still others seem to lack motivation.

Nonetheless, most youth will say that their primary need is for "a job." They may need the job for extra money, for a car, or to provide support for their family. Some need full-time work to survive and some need a job to pursue a special interest.

Employability Skills

We know that what "a job" means to most youth will change, but life-long skills they can acquire will help them develop new abilities and new opportunities. In order to compete successfully today, the average young person seeking work needs a special set of skills, abilities and experiences, i.e., they need more than employment. They need employability--a complex combination of competencies that result in the long-term ability to get and hold a job. What is "employability"?

Many career development specialists agree that employability results from competence in four skill areas: Pre-Employment Skills, Work Maturity Skills, Educational Skills and Occupational Skills.

Persons who are competent in Pre-Employment Skills know about a range of career alternatives and know how to choose among the alternatives. They know their own career interests and their own strengths and limitations as they apply to career choices. Finally, they know how to seek and obtain work.

Persons who have Work Maturity Skills can demonstrate appropriate work attitudes and can meet employer expectations of basic employee responsibilities (e.g., attendance, carrying out instructions).

A person shows competence in Educational Skills by demonstrating mastery of appropriate mathematics and language skills. This person must also show the ability to apply these skills in employment and training.

Competence in Occupational Skills can be demonstrated at either the basic or advanced levels. The competent person has the skills required for a specific occupation or a cluster of occupations. Many job skills are transferable from one setting to another.

We supply more detail about each of these competency areas on pages 14-16.

When we serve up the question, "Who's responsible to provide these skills?," the answer tends to bounce in numerous courts: the schools, the home, employment and training institutions, the workplace, and human service agencies. Each can contribute a different element to the set of required skills and each can claim varying degrees of success. But not all youth receive the same services from these "service providers." It can be rather arbitrary whether or not youth, particularly disadvantaged or "high-risk" youth, actually achieve that combination of skills required for success in the world of work.

Employability is developed by program services that meet youth needs for certain skills. Young people come to you with different levels of employability and with different levels of readiness to learn. Our task (and the answer to their problem) is to deliver the right service to the right person at the right time. No single agency can provide that range of services.

To examine and illustrate some solutions, the Let's Work Together project tested three models that foster "coordinated services" for youth in the state of Washington.

Anticipated Outcomes of Coordinated Services

Let's Work Together asserts that youth receive the best benefits when the agencies and institutions that serve them function in concert. This harmony entails assessing the needs of an individual and prescribing the activities and interventions that each institution can best tailor; it also means systematic communication between the service providers as well as ongoing documentation and recordkeeping.

We have found that effective programs that coordinate services to develop youth employability skills have many of the following characteristics:

- They are comprehensive; i.e., they provide a range of services that meet varying needs of young people.
- They use a developmental approach; i.e., they recognize that youth have different needs that emerge at different times and they provide appropriate mixes of services to meet those needs.

- o They are individualized; i.e., based on individual needs as established by using assessment procedures.

- o They use written plans such as an Employability Development Plan (EDP) to progressively record the attainment of employability competencies; i.e., written plans specify competencies to be attained and provide a record of competencies successfully attained.

- o They can provide the young person with useful labor market and training information.

- o They are based on a linkage among agencies which serve youth--schools, employment and training programs, and employers.

The major outcomes of this type of service delivery to youth are:

a. Cost-effective uses of existing agency resources

b. Reduction in unnecessary duplication of services

c. Individualized planning for youth

Rationale for the Let's Work Together Models

The strategy of Let's Work Together was to identify the essential ingredients, or the "building blocks," of coordinated services and to design program models that make use of them. These models were designed for three types of educational settings:

1. A small rural high school

2. A large urban high school (Comprehensive)

3. A vocational-technical institute (Pre-vocational)

Each model was based on the essential "building blocks" or minimum characteristics of a coordinated program:

1. Administration/Organization

2. Services to Youth

3. Educational/Employability Development Services

4. Work Experiences

5. Transition from School to Work

The next section will discuss these building blocks.

This section offers techniques for coordinating services around the "building blocks" listed in the previous section. Most of these techniques are gleaned from the experience and expertise of the Let's Work Together models. Nevertheless, they are by no means the "one and only" answers. Many persons have discovered other effective techniques for successful coordinated programs and they can be just as valuable for you as these strategies have been for the LWT models.

1. ADMINISTRATION/ORGANIZATION

Successful administration and organization require joint planning among all agencies, active administrative support from all agencies, written agreements that are complete and specific, clear procedures for documentation, and open channels of communication for decision making and policy making.

TECHNIQUES:

Staff Management--One agency must assume the responsibility of assigning a program coordinator. In a large high school it might be the district vocational director; in a small high school the responsibility may be more easily assumed by the employment and training agency. In any model, the key is to make sure one person in one agency has the clear responsibility to coordinate.

Role Definition--When two or more agencies are involved, it is critical to be clear on who is responsible to do what, such as student recruitment, eligibility certification, recordkeeping, etc. Turfdom can be overcome. The most successful way to make this happen is by activating an Inter-agency Agreement. Some samples are listed in Appendix C; use these as guidance but create an agreement that best meets your program's individual needs.

Recruitment--Because youth identify on different levels with different programs, each agency that has contact with youth must contribute to the recruitment process. Successful coordination demands that all "recruiters" present the same information to the youth so that expectations are clear. One agency, and this should be stated in the Inter-agency Agreements, must assume the responsibility for managing the recruitment process, which may include keeping the records of enrollment and determining who is eligible.

Eligibility--When there are set criteria for eligibility standards, the agency that sets the standards should be responsible for monitoring them. For example, the employment and training agency will monitor U. S. Department of Labor income criteria more effectively than a school.

Credit--The school district can most logically monitor and document the earning of academic and/or vocational credit. However the school district and the employment and training agency need to work together on how best to help students progress.

Communication--Set regular meeting times for planning and problem solving. Don't wait for a crisis "need." As you learn the procedures and strategies used by other agencies, decide upon and stick to specific mechanisms for sharing information, for surfacing frustrations, for making decisions and for documenting all of the above.

The reciprocity that results from these administrative and organizational techniques will benefit all involved agencies and institutions. Most importantly, it enables better delivery of services to youth.

2. SERVICES TO YOUTH

Provision of "services to youth" should take advantage of all existing services to minimize duplication and maximize offerings. Mechanisms for providing these services will build upon the existing and newly developed agency relationships. Some general services are targeted recruiting, testing/assessment, coordinated development of an Employability Development Plan (EDP), consistent review and monitoring of the EDP, and meaningful documentation of the youth's participation in the program.

TECHNIQUES:

Assessment and Testing--Assessment determines a youth's readiness for specific education or employment experiences. Every assessment activity should help reach a prescriptive decision (e.g., "can he/she read at a 9th grade level?"). The more the assessment focuses on a clearly defined competency, the easier it will be to track progress toward achieving the competency. (See the Resources chapter of this Handbook for references to specific employability assessment instruments.) In the large high school model, the employment and training counselor placed in the school works with the school staff in the assessment process. In the VTI model the prevocational program provides ongoing assessment of career interests and developing competencies.

Counseling and Individualized Planning--While some people dismiss individualized counseling as too costly or too inefficient, Let's Work Together and other employability programs have found it to be fundamental in pulling together the various parts of a coordinated program. It demands a strong commitment from your program staff to help individual youth attain the goals they have set. There are four basic steps to this kind of employability counseling:

a. Assessment and goal setting

b. Selection of activities to reach set goals

c. Ongoing evaluation of goal attainment

d. Adjustment of goals and integration with overall competency development

Some useful strategies are to

- o Engage the youth in self-analysis and self-evaluation
- o Be specific about target dates
- o Make expectations clear
- o Make related performance criteria measurable
- o Involve community people and job sites
- o Emphasize career planning and lifelong learning

Recording and Reporting Progress--The major audiences for progress reports are (1) staff, (2) participants and families, (3) employers, (4) funding agencies and (5) the community-at-large. The basic information is the same--which youth are achieving what competencies--but the detail and format can vary according to the audiences.

- o Staff need information for two purposes: to plan youth activities and to improve overall quality of the program.
- o Participants and families need to know which competencies they have achieved and which ones they need to work on. When they know how they are progressing they can be held more accountable and encouraged to take greater personal responsibility for their own development.
- o Employers must know what competencies an individual has in order to make good hiring and training decisions that will benefit both the employer and the employee.

- o Funding agencies need information to determine whether an agency is meeting management goals agreed upon for the program.

- o The community-at-large needs to know how a program is succeeding with its local youth. This knowledge can be turned into active community support.

Management Recordkeeping--Some tips for manageable recordkeeping are: (1) involve staff in the design of the system they will be asked to maintain, (2) make use of and mesh with existing systems that are useful to your programs goals, (3) "recording by exception" (i.e., competencies that are not mastered) can reduce the paperwork, but it also tends to minimize the reward factor.

Coordinated services to youth, from the original assessment process through the final documentation of experiences, is the heart of increased employability development.

3. EDUCATION/EMPLOYABILITY DEVELOPMENT SERVICES

We cannot exaggerate the need to bring together career counseling with traditional academic and vocational education. The techniques described below offer proven ways to link up and make sense of the services provided by various agencies to the same youth. The integration of academic counseling with career awareness results in focused job search and greater likelihood of job satisfaction and retention.

TECHNIQUES:

Employability Development Plans (EDP) - An EDP provides a clear plan and record of a young person's employability skill development. If you are an educator, you probably are already familiar with the Individual Education Plan (IEP), a similar tool, which is mandated by Public Law 94-142 for all special education students. You can use this format in both education and employment settings to integrate academic counseling and job placement. An EDP is not "just another piece of paper-work;" rather it can improve career planning by assuring coordination between school curriculum and work experiences. A written EDP is comprehensive and is periodically updated. It can be seen as a "contract" between the youth and a program. Refer to Appendix D for a sample EDP. But remember, each program should develop a format that meets local community and youth needs. The main thing to keep in mind is that the plan is a mechanism for coordinating assessment and services on an ongoing basis.

Let's Work Together Models used the EDP to assure that activities provided to youth were part of a systematic effort to help the youth become more employable. Let's Work Together and other programs have found that it is best to: (1) keep the EDP relatively simple and short, (2) use the EDP as a counseling tool so it stays current and active and (3) involve local staff in the actual design of the form.

Some benefits of using an EDP:

- o In work experience programs with separate "worksite agreements," the supervisor and teacher/counselor can coordinate the agreement with the EDP.

- o In developing a resume, a youth can excerpt statements of competency from the EDP to show prospective employers. Not only can this help the youth in the job search process, but it can help a counselor advocate on behalf of a student.

- o For young persons with significant barriers to employment such as a physical handicap, transportation problem, etc., the EDP can include a section in which the barrier is described, followed by the means by which it will be overcome.

Labor Market and Career Information--Knowing how to find and use career information is an essential employability skill and will affect job success throughout a person's life; the information itself is critical to making decisions. Youth need to know:

(1) The skills that are in demand by employers

(2) The job market and current trends

(3) Education and training requirements for jobs

(4) Existing training opportunities

Counselors should encourage youth to gain the following kinds of information from employers: information on entry-level job skills, the variety of occupations where those skills are needed and career paths that can lead from those entry-level jobs. Employers are also an excellent source of information about working conditions and characteristics of a particular job or job environment.

There are a variety of commercially produced materials and career information delivery systems. Some are listed in the Resources section. There are also many mechanisms for delivering labor market and career information: mail service, telephone, mass media, mobile units, special events such as career fairs, youth service centers and walk-in sites, computerized systems, written documents, curriculum packages, etc. The availability of the information alone will not ensure that youth will know how to use it; that competency, too, must be learned.

The real challenge is to decide what sources in what forms will work best with your local youth. In any case, you will want to be sure that your information is accurate, up-to-date, clear and understandable to the youth, comprehensive, and free of bias based on sex, race, age or religion.

Benchmarking of Employability Competencies--Many programs have motivated young people to learn by using a competency-based approach. This approach involves: (1) developing a set of required skills or "competencies," (2) defining an "indicator" which states the behavior that demonstrates proficiency and (3) deciding on a standard (often called a "benchmark") of how well a youth must perform in order to be considered competent.

If a set of competencies is well-developed it can provide useful information for youth, parents, program staff, employers, and the local community. This approach can organize and communicate your program's effort to build skills young people need.

The following list of competencies can be expanded or reduced, based on your local needs.

Work Maturity Competencies--These represent the skills and attitudes essential to function as a valued employee. The skills and attitudes developed in work maturity will enable participants to meet employer demands for getting work done, getting along with supervisory and other personnel and taking the initiative for the benefit of the employer and oneself. The youth should be able to demonstrate:

- o Dependability
- o Appropriate appearance
- o Appropriate work performance
- o Appropriate interpersonal skills
- o Appropriate work attitudes
- o Work adjustment skills
- o Responsibility
- o Time management skills
- o Initiative and resourcefulness

Pre-Employment Competencies--These cover the knowledge and skills each participant needs to make a variety of occupational decisions and to effectively seek and enter employment. These competencies orient the participant to the work environment. The emphasis is on job planning and the development of occupational self-control. The student should be able to:

- o Describe personal characteristics that relate to employment
- o Explain conditions associated with work
- o Explore job preferences
- o Summarize job market conditions
- o Locate job openings
- o Apply for a job
- o Interview for a job
- o Start a job effectively
- o Develop a job plan
- o Solve on-the-job problems
- o Plan a job change

Educational Skills Competencies--These basic skills are necessary for successful employment and continued learning. They include communication, mathematics, use of information resources and reasoning. The student should be able to:

- o Communicate through writing and speaking
- o Understand written and oral communications
- o Apply mathematics skills
- o Use information resources
- o Apply reasoning processes

Occupational Skill Competencies--Occupational competency includes knowledge and skills needed to perform job tasks successfully. These skills are more technical and specialized and relate to one or a group of specific occupations. They are sometimes called vocational skills.

It is difficult to develop a single list of competencies that applies to all occupations. It is more useful to develop a list that pertains to a specific occupation--welder for example. If this approach is taken, it will be necessary to develop a separate list for each occupation under consideration.

A second approach is to develop a more general set of competencies that fit a cluster of related occupations--metals for example. In this case, there are fewer sets of competencies, but the competencies do not fit a single occupation perfectly.

A third approach is to develop a set of general occupational skills useful across a wide range of occupations. The benefit is having to develop only a single competency list; the problem is that the competencies may not fit any specific occupation closely.

Each local area must make its own choice about how to identify occupational competencies appropriate for youth.

Employers frequently say they wish new employees would come to work with the "right" attitude and skills to raise productivity. We can help make that happen by developing these employability and educational skills.

4. WORK EXPERIENCES

"Work experience" provides the opportunity for youth to receive skill training in a supportive environment that is well-supervised. A meaningful work experience placement will (1) be based on a young person's career interests and abilities, (2) provide a realistic context for development of the employability skills described in the previous section, (3) result in information useful for planning future coursework or job search and (4) be structured for ongoing evaluation of progress.

TECHNIQUES:

Job Description and Site Analysis--Because work experiences should be closely connected to a youth's interests and ability, it is important to know what a specific job demands before placing a student. You can acquire this information by performing a work site analysis. This process can be a relatively short but structured interview with an employer and a program staff person. The interview will identify

what the student can learn while at the work site. Refer to Appendix F for a sample of a Site Analysis Form that gives the job description in the following categories:

math
reading
communications
job skills
life skill application

Good site analysis will provide the bridge between actual work experiences on the job and what a youth can/should be learning in a related class.

Vocational Exploration--Vocational exploration is both the name of a process and the name of some programs. As a process it is also known as career exploration, job sampling, or job shadowing. A student doing vocational exploration will go to several workplaces and learn something about the tasks, the opportunities and the environment. These youth have a chance to see how the work suits them and whether they want to pursue such a career. One person described this kind of exploration as "taste'em and try'em before you buy'em." Since most youth have had limited experiences in and information about the world of work, they need to get some hands-on experiences with what's really out there. Then they will be able to use these personal experiences to make more realistic choices about jobs and school coursework.

A lasting benefit of job explorations is that youth learn to extract meaning from their own experiences; this can be applied to their personal growth and to lifelong career planning. The process of vocational exploration, therefore, is a low-risk prelude to any level of work experience or job placement. Youth and employers can meet each other and work together on a short-term basis with no binding agreements on either side.

Many employability programs use individually tailored vocational explorations as the heart of the program. They can range from one day to over a week. As youth acquire knowledge of the wide variety of jobs available and some personal experience with each of the jobs, they can seek work experience and job placements that suit their interests and goals.

Placement in Job Sites--As soon as they are prepared, youth should be encouraged to handle actual job responsibilities. Because they do more than just observe, this method is ideal for bringing up skill levels, developing better work habits or eliminating characteristics which interfered with previous job performance. The experience must always be a meaningful placement; previous structured vocational

explorations will help to achieve that goal. Placements in actual jobs must also be well-supervised; a detailed site analysis and job description will focus and structure the supervision.

Some staff duties related to work experience are:

- o Site recruitment
- o Job description and site analysis
- o Supervisor/employer orientation
- o Monitoring and evaluating student progress
- o Updating EDP and other records
- o Developing work agreements
- o Dealing with administrative requirements

These tasks are often carried out by a school staff person or work experience coordinator. Let's Work Together models demonstrated ways for cooperating agencies to share these functions.

Because it is so critical to relate education to employment, program staff must plan and provide classroom activities which relate to the problems, interests and aptitudes which arise from work experience.

Performance Reviews--Ongoing assessment of a youth's performance during a work experience will provide vital information about progress toward competency attainment. Ideally, the young person, the employer and a staff person should all be involved in evaluating progress and revising or setting new goals based on performance to date. Refer to Appendix G for a sample of a Work Progress Report used in King County, Washington, one of many useful Performance Review formats. The critical elements are that:

- o Performance reviews are regularly done.
- o Students, employers, and staff all participate.
- o Results are documented.
- o The information is used as an important part of the process of helping youth to develop employability skills.

Many programs find that real "hands-on" work experiences in the world of work motivate youth to take advantage of academic offerings that previously seemed irrelevant.

5. TRANSITION TO WORK

Helping youth make smooth transitions between education and work is the fundamental reason for this Handbook and the programs from which it grows. During the 1970s, numerous panels and commissions studied problems of the American high school and the American adolescent. These studies concluded that young people find their school experiences do not help them ease into the work force; neither does their learning focus on career interests and aspirations. "Transition services" respond to that need; these services can be provided by a school, a community-based organization or any youth service agency. Some essential transition services are:

- o Assessment
- o Occupational and career counseling
- o Provision of labor market information
- o Job search skill training
- o Job sampling
- o Awarding of high school credit
- o Job placement and referral services
- o Assistance in overcoming barriers to employment such as sex or race stereotyping
- o Development of personal and career survival skills

Some of these services have been discussed earlier in this Handbook; three additional techniques will be offered here.

TECHNIQUES:

Job Search Skills--Youth unemployment statistics verify that youth are not acquiring the skills to successfully seek and secure employment. These skills are increasingly critical in a competitive job market. Coordinated programs use many of the techniques described in this Handbook to teach the following job search skills:

- o Identifying job prospects
- o Using newspaper want ads and other printed information
- o Preparing for interviews

- o Writing letters associated with job inquiry and application
- o Completing written application forms
- o Using appropriate dress and behavior for job interviews

Many programs find that it helps to use employers in the instructional process so youth can learn from the experts. The other widely accepted strategy is to have students try out as many techniques as possible on a first-hand basis in their own communities. Structured and guided job search instruction results in increased self-confidence and competence.

Survival Skills--Survival skills are necessary for successful and independent living. Each program determines the survival skills most critical for that locality, but here is a typical list:

- o Transacting business on a credit basis
- o Maintaining a checking account
- o Providing adequate insurance for oneself, one's family and possessions
- o Filing state and federal income tax forms
- o Budgeting time and money effectively
- o Maintaining good physical health and making effective use of leisure time
- o Responding appropriately to fire, police and physical health emergencies
- o Participating in the electoral process
- o Understanding the basic structure and function of local government
- o Explaining personal legal rights
- o Making appropriate use of public agencies
- o Making application for employment and successfully holding a job
- o Operating and maintaining an automobile

Many high schools teach these topics. The techniques described here are consistent with practices in Vocational Education, since demonstration of the acquired skill is based on performance

standards. Most successful youth employability programs ask youth to actually demonstrate their skill; youth are even asked to perform the skill to the professional satisfaction of a community person who is a recognized expert. For example, an officer in a local bank could certify student competence in balancing a checkbook. Some survival skills are appropriate for everyone; others vary according to geography and local conditions. It is important to involve local employers, parents and youth in identifying local or site-specific survival skills.

A school or a program that graduates (or transitions) a youth possessing these skills will have a sense of confidence that the young person will be prepared to meet the challenges of the world of work.

Documentation of Skills--One of the greatest disadvantages that young people experience as they transition from school to work is the lack of "credentials" that make their skills visible to a prospective employer. The all too common scenario is: a young person is applying for his/her first job. The employer asks for previous job experience or letters of recommendation or a resume. The youth has very little to show.

In most vocational education and youth employment programs, youth gain valuable competencies in the above mentioned areas of work maturity, pre-employment, education and occupations. They often acquire marketable skills during school-related work experiences.

Many programs help youth to document these experiences in ways that will make them more "marketable." Some documents are called Portfolios, some are called Career Passports, and some are called Experience Briefs or Resumes. Regardless of the name, they all serve to translate a young person's employment-related experiences into terms an employer can understand and appreciate. Much of the information in these documents can be taken from an EDP that has been kept up-to-date. Even a high school diploma or a GED cerfificate do not highlight a young person's work-related skills.

A young person's ability to survive independently, to seek employment, and to present skills and experiences in a marketable format will result in a smooth transition from school to work.

MODELS WE CAN USE

This section describes models of coordinated services which have been used in Washington State.

COMPREHENSIVE HIGH SCHOOL
(Large High School)

General Description

This model provides an opportunity to coordinate services by establishing a career resource center in the school building, housing an employment and training counselor in the resource center, and implementing a team approach to planning appropriate activities for participating students.

This model requires a financial agreement to include compensation for part- or full-time staff needed to operate the program. It might also include district management of the participant payroll.

While students in this model may be enrolled in vocational studies, the program also serves students not enrolled in vocational education. Because this model is so closely tied to the school's vocational program, however, it is likely that students will identify career interests which require vocational training and will, therefore, enroll in vocational classes.

Organization/Administration

This comprehensive high school model is run by a project coordinator who may supervise additional support and/or direct service staff. The number of staff will depend on the number of youth the project serves and the range of services the staff provides. A district-level coordinator should be identified who can work with project staff in the school building as a facilitator and a resource. Usually this person is the district vocational director.

Most of the administrative and service functions are the responsibility of the school district, unless the agreement specifies otherwise. These functions include:

- Preparation and updating of students' Employability Development Plans
- Monitoring of work sites
- Orientation of work site supervisors
- Counseling

In addition, the school should be responsible for providing the employment and training agency with required monthly and quarterly reports on program operation.

Regular planning meetings assure that appropriate role definition takes place and that the career center is effectively meeting the needs of youth.

In this model, the relation between basic skills training and employability is a key point. Participants begin by using the career resource center to become aware of employment opportunities and vocational course offerings. They receive training in math, English and home and family life skills. At the same time they participate in work experience either through job shadowing, vocational exploration in the private sector or other work experience that is related to their career interests. During phase 2, students are enrolled in a cooperative work experience where they work part-time while continuing training for a specific career. These components of the model are depicted in the figure below:

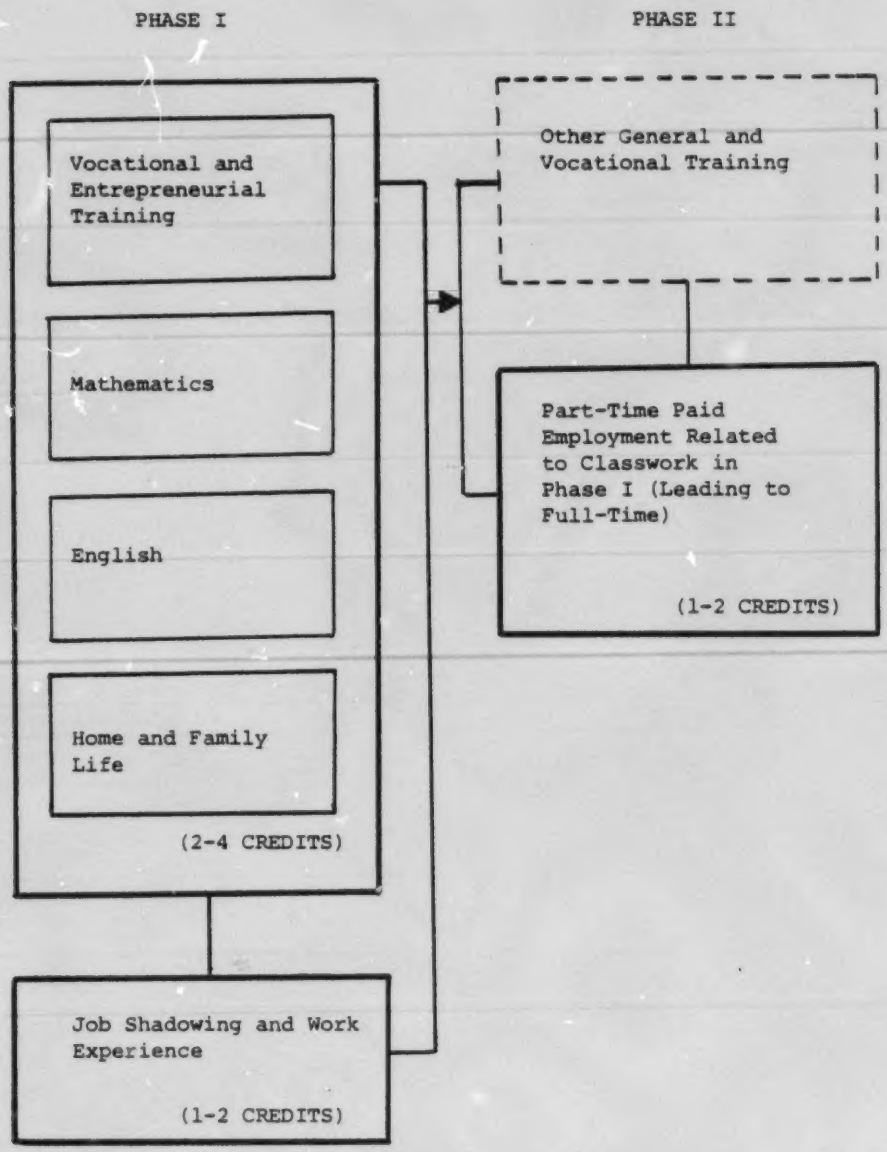

Figure 1: Components of Comprehensive High School Model

Education/Employability Development Services

It is the responsibility of the employment and training counselor in the school to work with school staff to identify program-eligible students, assess their educational and employability needs, and develop individual plans to improve their ability to compete successfully in the labor market.

Coordination with vocational education can occur in several ways. Employment and training staff can provide participants with information about the school's vocational offerings, as they relate to students' interests and aptitudes. Secondly, employment and training staff may provide instructional and counseling staff with information about the students' work experiences which relates to the students' ongoing counseling or studies. Third, when employment and training staff know participants' specific vocational interests, they can work with school staff to enroll those students into the right vocational classes. Finally, employment and training staff can help prevent a student from dropping out of school because of a need to earn money or a lack of interest in classroom learning. Often, a work experience can be found which provides the student with needed income and school credit while rekindling interest in learning--thereby increasing the chances that the student will remain in school.

In addition to their work with individual participants, employment and training staff may provide a service to the entire student body by providing workshops to help students make the transition from school to work. Any student may be eligible (depending on regulations) to receive these services--such as occupational and related counseling, job-search skills, or job referral and placement services.

Work Experience

Development of work experience placements and monitoring of students' progress in those work sites is the responsibility of the employment and training staff. The work experience component of this model has the same requirements as in the other models: students must be provided meaningful and well-supervised work experiences in accordance with written job descriptions, and they must receive pay for work done. Because this model is in an urban area, there will be ample opportunities for developing work experience placements related to students' interests.

It may also be possible to implement a Vocational Exploration Program (VEP) which involves job explorations in the private sector. Under this arrangement, youth learn skills related to career areas of interest to them. They receive training from co-workers; the only stipulation is that they do not become productive members of the work force in the business which has hired

them. In most cases, youth rotate between several different kinds of work stations in a business, learning skills required to carry out tasks in each. For instance one youth worked in a nursing home and was stationed first in the kitchen, then in the laundry room and finally as a nurse's aide. The length of time a youth stays at a single work station depends on the complexity of tasks to be learned. The average placement is two or three weeks.

Employment and training agency staff are responsible for working with students and the community to:

- Identify work sites
- Develop specific job descriptions
- Provide orientation to supervisors and students
- Oversee the students' performance in their jobs

Depending on the specific requirements of the interagency agreement, these same staff may also be responsible for collecting time sheets, generating participant paychecks and seeing that participants receive their paychecks. In situations where participants are enrolled in vocational co-op programs (e.g., Distributive Education, Diversified Occupations), it may be necessary to clarify staff responsibilities to prevent duplication and confusion for participants and work site supervisors.

This model lends itself to a sequencing of work experiences that corresponds to the developing proficiency of the participant. A student may need to begin with vocational exploration activities; then, the student may want to test some options to see whether preferences hold in an on-the-job situation. Next, the student may wish to develop specific job-related skills through work experience. Finally, though this is the case for comparatively few participants, an on-the-job training situation can be set up to help the youth actually enter the job market.

Work experiences can be related to classroom experiences in several ways within this model. For instance, counselors can also work with participants in a group situation, talking about specific problems and issues related to their work experiences and the world of work as a whole. If students are enrolled in a vocational co-op program, the vocational course offerings form a natural link between classroom and work experience. During individual counseling and monitoring, counselors can also help participants explore how various classes--from drafting to math to psychology--relate to experiences in the workplace.

Transition From School to Work

As in all vocational education programs, the goal of this effort is to help students obtain entry level jobs related to their career interests and skills, which can lead to a rewarding career.

Summary

Staff working with this model are enthusiastic about the way in which the career resource center can coordinate various school activities related to vocational and career education. Housing staff from an employment and training agency in the resource center causes that agency to be regarded as one part of a coordinated effort by the school to help youth be well prepared to find work. Youth always know where to go to find information about work opportunities; furthermore, the counseling and skills training they receive effectively address their long-term employability needs.

PREVOCATIONAL PROGRAM MODEL

(Vocational-Technical Institute)

General Description

This model takes advantage of the resources of a specialized vocational education institution such as a vocational-technical institute (VTI) to provide young people with an exposure to a variety of vocational areas. Normally, these institutions serve post-secondary populations.

This model has two purposes. The first is to help young people become more knowledgeable about career options and their own interests and abilities, in order to make realistic career choices. Secondly, by providing students with a better understanding of vocational programs, students will be better prepared for the programs in which they enroll after completion of the prevocational program.

The prevocational model may also provide services to nonsecondary students (e.g., high school graduates, students enrolled in alternative schools, dropouts, or people with GEDs) as well as secondary students.

This model is conducted under a financial agreement between the employment and training agency and the vocational-technical institute. The agreement covers the cost of the instructor(s) and course materials.

Organization/Administration

Success of this model requires a coordinator housed at the VTI who has both good relations with VTI staff and with the employment and training agency. For this program to be effective, the coordinator must stay constantly in touch with employment and training agency staff who will be referring participants to the prevocational program. By doing this, the coordinator can anticipate and deal with any problems that may arise. The coordinator can also make any adjustments to ensure that students will get the most benefits from the program. It is also very important for employment and training agency counselors to develop relationships with high school counselors and instructors in order to identify students for this program and to obtain assistance with enrolling students in vocational programs when they have determined a career interest.

The VTI has no significant administrative responsibilities beyond those related to student records (e.g., attendance records, evaluation of performance). Administrative responsibilities remain

with the employment and training agency. The VTI coordinator should be involved in the revision of EDPs for students who have participated in the prevocational program; he or she will be in a good position to provide information regarding students' interests, aptitudes and experiences which can be valuable in developing realistic goals for students.

Education/Employability Development Services

The thrust of the prevocational exploration model is to provide hands-on experience with each vocational area offered by the institute. There are some practical constraints, however, since factors of safety and required preparation may make it difficult to provide every vocational opportunity on a hands-on basis.

A vocational instructor is identified for each area. This person provides one or more classes for participants which introduce the vocational area. Instructors need to be aware that participants are likely to be younger and less motivated than the learners they are accustomed to. However, these factors may provide a good change-of-pace for some instructors. The challenge of providing hands-on experience in a short time to complete beginners may also stimulate instructors. The items on the next two pages show respectively an information sheet and a sample schedule.

INFORMATION SHEET
"LET'S WORK TOGETHER"

King County Work Training Program and Renton VTI are jointly sponsoring a summer program for young people who are interested in combining summer employment and vocational exploration. You will be paid $3.35 an hour for up to 5 1/2 hours of WTP work and for 2 1/2 hours of career exploration at RVTI. Your vocational exploration will include interests and aptitude testing and the exploration of about 15 vocations for which training is available at RVTI. Vocations for which exposure will be provided are:

- Automotive (auto mechanics, auto body, auto parts sales)
- Horticulture
- Accounting/Administrative office management
- General office
- Distributive Education (bank teller, real estate, cashier/checker)
- Child care
- Metals (machinist, machine repair/rebuild, welding)
- Electronics (electronic technology, electronic service technician, major appliance and refrigeration, office equipment service technician)
- Civil engineering technology, drafting
- Cosmetology, fashion retailing
- Custodial
- Data entry, legal secretary, medical secretary
- Foods
- Musical instrument repair
- Work-related training

At the end of the program there will be field trips and sessions to plan how to obtain and keep a job.

LET'S WORK TOGETHER

STAFF ELECTION SHEET

DAILY TIME FRAME 2½ HRS
3:00 - 5:30 PM

June	Name →	15		16		17		18		19			
	Subject Drafting	Time	Child Care	Time	Music Inst. Rep.	Time	Auto Body Repair	Time	Foods	Time			
June	Name →	22		23		24		25		26			
	Subject Cosmetology	Time	Auto Mech.	Time	Auto Mech.	Time	Auto Mech.	Time	Auto Parts	Time			
July	Name → REVIEW DAY	29		30		1		2					
	Subject	Time	Office Eq. Tech	Time	Appliance Rep.	Time	Office Manager	Time		Time			
July	Name →	6		7		8		9		10			
	Subject	Time	Machine Sh.	Time	Machine Sh.	Time	Machine Repair	Time	Custodial	Time			
July	Name →	13		14		15		16		17			
	Subject Electronics	Time	Electronics	Time	REVIEW DAY	Time	Horticulture	Time	Horticulture	Time			
July	Name →	20		21		22		23		24			
	Subject	Time		Time		Time		Time		Time			
July	Name →	27		28		29		30	REVIEW DAY	31			
	Subject	Time		Time		Time		Time		Time			
			Cashier/Chkr		Fashion Design.		Pre-Appr.						

Figure 2: Sample Schedule

Generally it is best for the program coordinator to structure activities so that they occur in a meaningful and logical sequence. Furthermore, opportunities must be available for youth to talk about the experiences they have had. Often, field trips can supplement classroom experiences.

It can be a problem for students if they are in school in regular classroom activities all day, then go by bus to the VTI and are expected to sit through another set of classroom activities. Energetic youth often cannot deal well with that amount of sitting still. Consequently this model may work better as a part of a summer program where students spend just part of the day in a classroom.

In general, the prevocational program could achieve its objectives for students in one semester, although the needs of participants and administrative constraints might justify a shorter or longer duration. It is expected that 30-60 students could be served each semester, depending on three factors: needs of the students, length of student days (i.e., full or half-day program) and entrance/exit policies.

The structure of the program can be designed to respond to local needs and conditions. One option is to organize the model into two components: orientation and career exploration. In the orientation component, assessment, survival skills, introduction to career opportunities and selection of career exploration areas would be among the topics covered. This component might last approximately three weeks. The career exploration phase which follows would have youth spending several days as participating members of ongoing VTI classes in their three chosen career areas. Learning about the specific career areas can be stimulated not only by the in-class experience but also by written materials such as a learning activity packet the student would be expected to complete for each experience. Students could receive individual counseling from the prevocational instructor and should have opportunities to meet with peers to discuss the career exploration experience.

Some students have difficulty with classroom situations and, therefore, have problems being integrated into ongoing vocational classes to explore career areas. In this model, identification of interests and aptitudes can often be accomplished by hands-on experience within the prevocational classroom--working on projects or learning about tools or equipment under the supervision of the instructor. Ongoing VTI classes can be used as students learn to adapt to those classroom situations. This option would require that the instructor be knowledgeable about a variety of vocational subjects and be able to initiate and supervise students' project learning. In addition, some provision must be made for counseling students on an individual or group basis.

Work Experience

As mentioned earlier, work experience placements are not the responsibility of the prevocational staff. It would be valuable, when possible, to consult the prevocational coordinator about the kinds of work situations most appropriate for students. In addition, students can benefit from private sector tutorials in occupational areas they are exploring. These opportunities can be arranged through a vocational exploration program.

Transition From School to Work

As mentioned earlier, the purpose of the prevocational model is to provide students with information to make career decisions and to identify the training needed for those careers. An immediate transition from the prevocational program to full-time unsubsidized employment would generally not be appropriate; a more appropriate transition would be into further vocational training or work experiences.

Summary

Staff working with this model believe that students benefit greatly from an introduction to various vocational areas which are taught in a VTI. While youth might not be able to put immediately to work the things they learn, they have a good opportunity to break down stereotypes about different kinds of work, to have hands-on experiences which they can use to increase their knowledge about different careers, and to become acquainted with the resources available through a VTI.

VOCATIONAL COOPERATIVE PROGRAM MODEL
(Small High School)

General Description

This model has been designed for small, rural schools and it is intended to coordinate available work experience opportunities with a Diversified Occupation (DO) program in the high school.

In this model, the DO instructor is responsible for providing coordinated services to participating youth. The responsibilities of this instructor should be clearly outlined in an agreement between the school district and the employment and training agency. In general, the DO instructor is responsible for planning classroom activities and for arranging work experiences. The employment and training agency provides support to the school district and handles pay for participants.

Organization/Administration

In this model, most of the administrative functions remain with the employment and training agency. These include determination of student eligibility, payment, followup of participants after completion, etc. Many of the student service functions (e.g., counseling, work site supervision) are the responsibility of the DO instructor and other school staff as appropriate. Figure 1 below shows a sample listing of responsibilities.

Functions	Responsibility	
	School	Employment and Training Agency
A. Outreach/Recruitment	X	
B. Intake/Eligibility Determination		
Preliminary Application	X	
Review of Application	X	
Arrangement of Interview	X	
Conduct Eligibility Interview		X
C. Selection of Participants	X	X (consultation role)
D. Placement in Worksites	X	
E. Participant Orientation	X	X (trains school district)
F. Worksite Development	X	
G. Supervisor Orientation	X	X (trains school district)
H. Monitoring of Worksites	X	
I. Corrective Action-Worksites	X	X
J. Corrective Action-Participants	X	
K. Corrective Action-Fiscal	X	X
L. Supportive Services		X (approval)

Figure 1: Sample List of Responsibilities for School District, Employment and Training Agency

Procedures for planning, problem-solving and communication should be established early. Appropriate staff to be involved include the school principal and the DO instructor from the school district, and the director and counseling staff of the employment and training agency. Agreements on roles and responsibilities should be developed and modified as needed so as not to cause undue disruptions for participating youth.

One of the advantages of this model is that it reduces the need for costly travel. The employment and training agency may be located at a considerable distance from the school district, and by making it possible for school district staff to handle many administrative functions, it is possible to achieve considerable savings.

Education/Employability Development Services

Given the resources of both the school and the employment and training agency, this model can provide an opportunity for each agency to complement the other's efforts.

The vocational program in the school--especially a Diversified Occupations (DO) program--provides a ready-made structure to meet employability development goals of youth. In Washington communities, the class generally meets for one hour a day and covers such topics as:

- How to find employment
- How to write a resume
- How to complete an application
- How to behave in a job interview--and afterwards
- What work is like
- How to advance on the job
- How to locate career information

Figure 2 below shows some sample activities.

JOB SEARCH

Try these activities to help youth become aware of what is involved in looking for a job.

1. Have each student obtain and complete at least one job application form from a local business.

2. Have youth scan want-ads and select jobs they might be interested in.

3. Have students prepare resumes directed at selected jobs.

4. Have students prepare letters to submit for selected jobs along with resumes.

Figure 2: Sample Activities Used in DO Class

In addition, the DO program provides a job experience and specialized instruction related to each student's occupational choice.

The DO instructor provides many of the required employability development skills to participants enrolled in the co-op programs. The employment and training agency can often provide services to the school district which might not otherwise be available. Such services could include:

- o Orientation to occupational information systems
- o Labor market information
- o Assessment and testing of career preferences.

Such services may be available to all students in the school, not just program participants. Workshops in these areas complement vocational education offerings and provide a service to everyone in the school.

Work Experience

Schools with a vocational cooperative program already have a useful structure for work experience placements. In this model, work experiences available through employment and training agencies complement and extend the range of offerings available to youth. The vocational (DO) instructor is responsible for setting up work experience placements. In most cases the instructor will have to make sure the site complies with requirements of the employment and training agency. Usually the requirements are similar to those of a co-op program. There must be a specific job description, students must gain work competencies, performance must be evaluated and, if possible, high school credit for the work experience is granted.

Because of the close relations between the vocational instructor, employers in the community and other high school staff, vocationally relevant work experience placements can usually be developed. Since the instructor knows both the student and employers well, work experiences tailor-made to the needs and interests of the students can be developed. Counselors from the employment and training agency may be able to provide information on possible work sites because of their background and experience in work site development.

The most important feature of this model, as far as participating youth are concerned, is the close relationship between work experience and classroom activities. This occurs because the student is enrolled in a vocational class in which class time is devoted to discussion of issues generated by the work experience. The instructor's close acquaintance with the youth and the work experience placement enables the instructor to work with the student to identify and solve problems of the work site and thereby improve the student's ability to succeed in the work world.

School credit for work experience is earned by the student under provisions of the vocational program in which the youth is enrolled.

Transition From School to Work

Because a work experience placement has been tailored to the needs of the student, the likelihood is high that it will be a successful experience--one which leads to full-time employment later on. In some work sites this may not be possible, but the instructor's knowledge of the employers in the area can provide students with information about and an entry into a job with another employer.

Summary

Staff involved with this model say they like it because they are aware of where students are and what they are doing at all times of the school day. They like knowing how a work experience placement fits with other activities of the youth. Youth receive benefits under this model they might not otherwise have: work experience is not just added on to the school day, but is planned with and integrated into their academic and vocational training.

This model recognizes that the school district and employment and training agency have a similar mission: to prepare youth to succeed in the world of work. Through models like this one, each agency can support and complement the work of the other.

Other Models

Coordination between employment and training programs and vocational education may be achieved in many other ways besides those described in the Let's Work Together models portrayed above. Some possibilities are outlined below.

MULTIDISTRICT COOPERATIVE, AREA VOCATIONAL COOPERATIVE, REGIONAL SKILLS CENTER

General Description

The multidistrict model is similar to the comprehensive high school model, except that it serves several school districts and may feature the resources and facilities of a vocational skills center. In Washington State, area vocational cooperatives and regional skills centers have been established to meet the needs of school districts unable to provide comprehensive vocational programs with their limited individual resources. By pooling these resources through an area skills center or vocational "cooperative," the needs of many students can be met. If a vocational program is not available at their home high schools, students are typically transported to a skills center or another high school within the cooperative's jurisdiction which does offer the program.

In these multidistrict arrangements, a board comprised of representatives of the cooperating school districts generally hires and supervises the multidistrict staff (e.g., the skills center or area vocational cooperative in one of the school districts); however, this host school district exercises no more authority over the multidistrict staff than does any other participating school district.

In this model, a program is operated by the multidistrict cooperative through its host school district, under the terms of a financial agreement with an employment and training agency. The financial agreement includes the cost of program staff and, if appropriate, participant wages. In addition to this agreement, there should also be supporting agreements between the multidistrict cooperative and the participating school districts.

Organization/Administration

This model is structured to take advantage of the existing vocational education offerings and institutional relationships of the multidistrict cooperative. The program coordinator is located in the vocational skills center or, in the case of an area cooperative, in the host school district. The program coordinator reports to the skills center director of the area cooperative director. Other staff report to the program coordinator.

Critical to the success of this model are the relationships that staff develop with the instructors and counselors in the participating school districts. It is these school staff who will recruit and identify participants, assist in the assessment of student needs and the development of the students EDPs, and award school credit for work experiences. Program staff can build on the existing relationships of

the cooperative to establish these important links. In addition, if the program is large enough to support several direct service staff, it may be helpful to assign staff to one or two school districts; dealing with one person consistently seems to help school staff develop good understanding of employment and training programs and good working relationships with program staff.

In this model, as in the comprehensive high school model, it is envisioned that most of the administrative functions (e.g., eligibility determination, monitoring of work sites, participant timesheets and payroll) would be the responsibility of the multidistrict cooperative. In the case of programs targeted to specifically eligible youth, it is the responsibility of the employment and training agency to make the eligibility determination.

Education/Employability Development Services

Education and employability services are provided to participants in this model in much the same way as in the comprehensive high school model. Staff work with the participating school district's instructional and counseling staff to identify students, assess their interests and needs, and develop an education/employability development plan for each student. Staff responsibilities for initial and ongoing work with students should be clarified in order to use resources most effectively and to minimize confusion for students.

In addition to providing employability development workshops and work experiences, it may also be possible to develop a closer link with vocational education through this model. It may be possible to use the classes and facilities of the skills center and area cooperative to provide students who have not yet identified career interests with an opportunity to explore a variety of vocational areas. It may also be possible through work experience and counseling to help students make career decisions and to facilitate their entry into appropriate vocational classes.

As in the models described earlier, it may also be possible for staff of the employment and training agency to provide transition services workshops to individuals and classes in the participating school districts. This would depend on available resources and the staff's ability to share some of the responsibilities for participants with other school staff.

Work Experience

Work experience in this model is structured very much as it is in the models discussed earlier. There are three important differences, however.

First, because the program serves several school districts, there are more communities in which work sites must be developed. This may place a larger burden on the staff responsible for developing work experience placements.

Second, the fact that many students are being transported to a skills center or high school other than their home high school may make it difficult for students to have the normal 15-20 hours available for work after school; this may necessitate alternative work arrangements (e.g., work on Saturdays) or assistance with transportation between school and work.

The third issue involves the awarding of school credit for students' work experiences. Unlike the other models, the multidistrict staff only have a "coordinating" relationship with the school district staff responsible for awarding credit to participants, not a direct institutional connection. Therefore, it is particularly important in this model that program staff clarify, with school counselors and instructors, the requirements for achieving academic credit prior to placing students in work sites. In addition to the actual work to be done, these requirements might include evaluation and reporting of students' performance, progress in developing work habits, etc.

Transition From School to Work

Unless the program agreement specifies otherwise, it is the responsibility of the employment and training agency staff to place students completing high school into unsubsidized employment. As in the other models, these staff should coordinate their placement efforts with those of vocational instructors and counselors in the schools.

Summary

Multidistrict cooperatives may assume increasing importance as ways of delivering vocational education services. As demands increase for vocational training in high technology areas, many school districts will not be able to afford costly equipment needed for such training. Pooling resources may provide an answer.

While the multidistrict model was not tested as such, there are numerous instances in Washington where regional skills centers or other area vocational cooperatives coordinate services effectively with employment and training programs.

JUVENILE JUSTICE SYSTEM MODEL

General Description

One of the unanticipated benefits of the LWT experiment in Washington was the discovery that the Comprehensive High School Model could be successfully adapted for use in the residential care facility for juvenile offenders.

The basic requirements for success in this kind of situation are (1) an educational director who supports the concept of education for employability and (2) institutional policies which allow for work placements that can foster employability development.

Organization/Administration

In this model, staff from the employment and training agency work with youth to get them enrolled in the program. If institutional policy allows youth to work off-campus, these same staff work in the community to locate work experience placements.

It helps that the educational facility is part of the local school district.

Education/Employability Development Services

The key to the success of this model is the creation of a structured set of experiences which lead youth into readiness for the world of work. Many if not most of the youth are incarcerated for no other reason than that they simply needed more help than anyone "outside" was willing to give them. This program offers youth a way to (a) develop career awareness through use of "Project Discovery" materials, which have been designed for hands-on career exploration in a variety of vocational fields; (b) progress from job explorations to work on the institutional campus to work off-campus.

The diagram below shows the progression most youth go through:

CAREER ED. INFUSION	OCCUPATIONAL EXPLORATION	JOB SHADOWING	INTERVIEW FOR CREW POSITIONS	COMMUNITY PLACEMENT
(Classroom)	(Classroom, Project Discovery)	(Institution)	(on, off-campus)	(off-campus)

Also, educational activities are geared to attainment of the GED, rather than to the expectation that youth will re-enroll in a traditional high school.

Work Experience

Providing work experience in this model offers special difficulties, but none which cannot be overcome. First of course is the need to convince community employers of the value of hiring a young person who is spending time in a facility. Employment and training agency staff can eliminate most potential difficulties by getting to know the youth well and working closely with the employers to prepare them for the youth they will be hiring. Once employers have a positive experience with a young person from a residential facility, most of their stereotypes disappear.

Another difficulty is transportation. Youth need to be tranported to and from community work sites.

Finally, there may be a problem locating suitable work experiences on campus, depending on institutional policies. In most institutions, a great variety of functions must be accomplished which relate to nearly all vocational areas. These may include load preparation, office occupations, automobile repair, electrical engine repair, groundskeeping and others. In this model, work experiences are chosen to reflect vocational needs and interests, and the insitution can be an excellent source of such placements.

Transition to Work

The question of transition is unique in this model because each youth is sentenced for a specific period of time, unlike other programs or schools where everyone enters the same day and most complete the program at the same time.

In this model, most youth can only receive a part of the sequence of activities outlined in the section above on "Educational and Employability Development Services." It is especially important therefore to articulate program offerings with offerings available at other schools, community colleges and vocational institutions, and with jobs likely to be available in the community.

Summary

This model, an "unanticipated outcome" of the Let's Work Together project, provides a viable way to direct youth in the juvenile justice system into constructive thinking about careers. Staff were very enthusiastic about this model, in particular about lasting benefits which are seen as deriving from the Project Discovery materials (which can be used repeatedly) and from the results of staff training.

RESOURCES

1. Responsible Agencies in the State of Washington
2. Cooperating Agencies of Let's Work Together
3. Occupational and Career Information Delivery Systems
4. Assessment Instruments
5. Selected Bibliography of Helpful Resources

RESOURCES

Most communities are rich with resources that can help young people increase their employability skills. The challenges, however, are (1) to know what and where the resources are and (2) to use the resources in a systematic and coordinated manner. This section tells what resources exist and how to find them, both locally and nationally.

In using this Resource section, note the following:.

- o Not all available resources are listed; what you see here are examples of what is widely available.
- o The inclusion of an organization, an assessment instrument, or a document does not imply the Let's Work Together endorsement for use in a particular situation.
- o Contact your local education and employment agencies to see if they have other locally developed resources or preferences based on experience.

1. Responsible Agencies in the State of Washington

   a. Department of Employment Security--The Employment Security Office is the principal office responsible for administering programs related to employment and training. Among the functions of this office are to administer the Balance of State prime sponsor and the Special Grants to Governors for CETA.

   b. Office of Superintendent of Public Instruction, Division of Vocational Technical and Adult Education Services--This office is responsible for vocational education in the public school systems for all youth K through 12 and for vocational-technical institutes.

   c. Commission for Vocational Education (CVE)--The agency was established by the legislature to receive and disseminate federal vocational education funds and is responsible for carrying out federal rules and regulations.

   d. State Advisory Council on Vocational Education (SACVE)--Mandated by the Vocational Education Act of 1963, this council assures citizen participation in the vocational education decision-making process.

   e. State Occupational Information Coordinating Committee (SOICC)--The State Committee is part of a National Occupational Information Coordinating Committee, which develops and implements a comprehensive occupational information system for the state. The SOICC also improves coordination of vocational education and manpower planning.

f. Prime Sponsors--These agencies are responsible for the administration of all programs under the Comprehensive Employment and Training Act (CETA).

2. Cooperating Agencies of Let's Work Together.

The agencies listed below were all active during the implementation of Let's Work Together and can serve as resources for persons desiring further information.

a. Education and Work Program
Northwest Regional Educational Laboratory
300 S. W. Sixth Avenue
Portland, Oregon 97204
(503) 248-6800

Contact Person: Greg Druian, Andrea Hunter, Larry McClure

b. Employment and Training Services Division
Department of Employment Security
1007 S. Washington--Mail Stop EL-01
Olympia, Washington 98504

Contact Person: Doug Allen

c. Division of Vocational-Technical and Adult Education Services
Office of the Superintendent of Public Instruction
7510 Armstrong St., SW--Mail Stop FG-11
Tumwater, Washington 98504

Contact Person: Alyce Schaffer

d. Issaquah School District No 411
22211 S.E. 72nd Street
Issaquah, Washington 98027

Contact Person: Don Brannam

e. Renton Vocational-Technical Institute
3000 N.E. Fourth Street
Renton, Washington 98055

Contact Person: Joanne Primavera

f. Republic School District No. 309
P.O. Box 378
Republic, Washington 99166

Contact Person: Roger Morris

g. King County Work and Training Program
412 Smith Tower
Second and Yesler
Seattle, Washington 98104

Contact Person: Karen Vandagriff

h. King County Consortium
1818 Smith Tower
Second and Yesler
Seattle, Washington 98104

Contact Person: Stan Eccles

i. Northeast Rural Resources
358 E. Birch
Colville, Washington 99114

Contact Person: Dennis O'Brien

3. Occupational and Career Information Delivery Systems

a. State Occupational Information Coordinating Committee (SOICC)
Mr. A.T. Woodhouse, SOICC Director
Building 17, Airdustrial Park
P.O. Box 600 - Charlotte Amlie
Olympia, WA 98504

These committees were established by the Educational Ammendments of 1976 to improve communication and coordination between the federal and state agencies that produce occupational information and the agencies and individuals who use that information. The SOICC is charged with the responsibility of establishing a system of occupational and educational information to assist people and agencies involved in program planning and career decisionmaking. The system should provide access to the following types of information: labor demand, labor supply, occupational characteristics and other complimentary materials.

b. Washington Occupational Information System (WOIS)
Science Lab #2
The Evergreen State College
Olympia, WA 98505

WOIS is part of a national network of Computerized Career Information Delivery Systems (CIDS). Most CIDS contain a self-assessment component, descriptive materials on specific occupations, information on requirements for occupations, and economic information on occupations. WOIS reflects the unique occupational structure of the labor market in the state of Washington.

c. Guidance Information System (GIS)
Time Share Corporation
3 Lebanon Street
Hanover, NH 03766

The GIS is a commercial computerized information system, which attempts to provide specific information on all three- and four-year colleges in the country; includes national information on some 1300 occupations as well as information on apprenticeships and military opportunities. GIS is widely used in high schools and also forms the basis of some state systems.

d. Association of Computer-Based Systems for Career Information (ACSCI)
Deborah E. Perlmutter, President
Metro Guide/NYC Board of Education
c/o Murray Bergtraum High School
411 Pearl Street
New York, NY 10038

ACSCI is a national consortium for accreditation, training, and technical assistance to advance computer-based occupational and educational information systems for career exploration and planning.

e. Some Publications Regarding Occupational Information

Education and Work. Capitol Publications, Inc., Suite G-12, 1230 Pennsylvania Avenue, N.W., Washington, D.C. 20037

This is a biweekly news service on career education and the partnership of educators and employers.

Labor Market Information for Youth. Wolfbein, Seymour, School of Business Administration, Temple University, Philadelphia, Pennsylvania.

This is a compilation of papers delivered at a 1974 Temple University Conference. It provides excellent background on the application and importance of good occupational information to career decisionmaking.

The Encyclopedia of Careers and Vocational Guidance. Hopke, William D., J. G. Ferguson Publishing Company, 1975.

This two-volume, privately produced conference set describes industries by job classifications and specific careers within the areas of work. Job requirements, access and future job outlook are included.

Annotated Bibliography on Computer Assisted Counseling and Guidance. Cairo, Peter, U.S. Army Research Institute for the Behavioral and Social Sciences, Attention: PERI-P, 1300 Wilson Boulevard, Arlington, Virginia 22209.

This is a comprehensive list of the major research and evaluation studies and reports on computer-assisted information systems.

Application of Information Systems to Career and Job Choice. Stern, Barry, Oregon Career Information System, 247 Hendricks Hall, University of Oregon, Eugene, Oregon 97405.

This is a chapter from the book Labor Market Information for Youth. It explores the rationale behind comprehensive career information systems. It provides an assessment of existing systems.

Career Information Systems: Standards for Organization and Development. Division of Career Information Services, Employment and Training Administration, U.S. Department of Labor, 601 D Street, N.W., Washington, D.C. 20213

The standards upon which DOL based its state grant program for career information systems is presented in this publication.

Developing a Career Information System. McKinlay, Bruce, Oregon Career Information System, 247 Hendricks Hall, University of Oregon, Eugene, Oregon 97405.

The stages of development of the Oregon CIS and research findings from initial evaluation of the systems are documented by this report.

4. Assessment

Assessment of employment and training competencies falls into one of three categories, each intended to serve a different purpose:

- Initial planning assessment is designed to help determine a young person's level of competency so that appropriate training or services can be planned.

- o Assessment for management of instruction and training is used by teachers or counselors to make decisions about the next activity young persons should engage in to increase their skills.

- o Assessment for external reporting (most frequently to employers) is used to make decisions about the readiness of a young person for a given job.

It is important to keep in mind that no assessment instrument gives perfectly accurate information on the level and nature of a person's competency. Thus, the results of any of these instruments should be viewed with a healthy skepticism and, wherever possible, assessment data should be supplemented with other kinds of information about a young person's needs. Here you will find suggested instruments for the assessment of both employability and basic educational skills. Lists of assessment instruments for occupational skills are not provided because of the wide variety of jobs that could be covered.

Comments about the quality of instruments have been drawn from The Mental Measurement Yearbook (Buros, 1978). The yearbook, published about every six years, contains reviews of nearly all published tests. It is an excellent reference for determining what published instrument exists which may be best for a particular situation.

Employability Assessment:

a. Assessment for Career Education (ACE), 1977, grades 3-12, PREP, Inc.,1575 Parkway Ave., Trenton, New Jersey 08628.

   The Assessment for Career Education was developed to measure the outcomes and objectives identified by the U.S. Office of Education which have become the central concept of career education across the nation. It contains multiple choice test items with scores reported in terms of mastery of the eight major objectives and 26 sub-objectives of career education. Self-scoring or computerized scoring is available. Three levels of the test exist.

b. Career Maturity Inventory (CMI), 2nd edition, by John O. Crites; 1978; Grades 6-16; CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940.

   The Career Maturity Inventory consists of an Attitude Scale (available in a screening and a counseling form) and a Competence Test. The Attitude Scale contains 50 items and measures decisiveness, involvement, independence, orientation and compromise in career decision making, and requires 30-40 minutes to administer. The Competence Test contains 100 items and assesses abilities in self-appraisal, occupational information, goal selection, planning and problem solving, and requires approximately two hours to complete. Tests are available in hand-scorable or machine-scorable editions, and yield raw scores

which can be converted to percentile ranks or standard scores using the norms provided, or local norms. Suggested uses for the test include studying career development, screening for career maturity, assessing guidance needs, evaluating career education, and testing in career counseling.

c. Career Skills Assessment Program (CSAP): 1978; Grades 9-14 and adults: The College Board, 888 Seventh Avenue, New York, New York 10019.

The Career Skills Assessment Program was developed to identify the skills most central to successful career development and to provide the means for assessing student competencies in these areas. CSAP consists of six separate self-assessment tools covering skills in self-evaluation and development, career awareness, career decision making, employment-seeking, work effectiveness, and personal economics. Each area has 60-70 questions and can be completed in about one hour. In addition to printed materials, a sound filmstrip for staff and student orientation is provided. Materials can be hand scored, but those requesting central computer scoring have available a combination of norm-referenced and criterion-referenced interpretations. They provide class as well as individual summary reports. Validity studies have not yet been done; thus, users must carefully review items for quality and consistency for competencies being taught. The reading level (mainly grade 9-11) may be too difficult for some persons. Also, the range of jobs discussed goes beyond those likely to be involved in CETA projects.

d. Program for Assessing Youth Employment Skills (PAYES), 1979; individuals with low verbal skills; Cambridge Book Company, 888 Seventh Avenue, New York, New York 10019.

PAYES is designed to assist program directors, counselors, and teachers in the guidance of persons with low verbal skills as they prepare for entry level employment. It is based on extensive research in measurement by ETS for school dropouts, potential dropouts and disadvantaged youth. The battery is divided into three general categories: Attitudinal Measures (job holding skills, attitude toward supervision, self-confidence); Cognitive Measures (job knowledge, job-seeking skills, practical reasoning); and a Vocational Interest Inventory. Total testing time is approximately 75 minutes. Measures of validity and reliability are presented in the technical manual.

e. Strong-Campbell Interest Inventory, revised edition, by Edward K. Strong and David P. Campbell; 1977; Ages 16 and over; Stanford University Press, Stanford, California 94305.

The Strong-Campbell Interest Inventory is designed to help individuals discover interests in the following occupational themes: investigative, artistic, realistic, conventional,

social, and enterprising. Basic interest scales are available for the following: adventure, agriculture, art, athletics, business management, domestic arts, law/politics, mathematics, mechanical activities, medical science, medical service, merchandising, military activities, music/dramatics, nature, office practices, public speaking, religious activities, sales, science, social service, teaching, and writing. Individuals are also rated as to how their interests compare with individuals already working in 124 different occupations. An academic orientation scale and introversion-extroversion scale are also included. The test requires from 20-30 minutes to complete, and scoring must be purchased through authorized scoring agencies.

f. USES General Aptitude Test Battery (GATB) Forms A, B, C, and D: 1970; Grades 9-12 and adults; United States Department of Labor, Manpower Administration, Washington, D.C. 20210.

GATB is a multiple aptitude test battery testing the following areas: intelligence, verbal, numerical, spatial, form perception, clerical perception, motor coordination, finger dexterity, and manual dexterity. Administration time is approximately two and one-half hours for the total battery. Also available is the USES Nonreading Aptitude Test Battery, a comparable instrument for nonreading populations. GATB was developed by the United States Employment Service for use in its occupational counseling program. Minimum aptitude scores and norms for specific occupations are provided for use in counseling. Use of the GATB as a measure of intelligence is not advised.

g. Vocational Opinion Index (VOI), Forms A and B; Associates for Research in Behavior, Inc., The Science Center, 34th and Market Street, Philadelphia, Pennsylvania 19104.

The Vocational Opinion Index is a short paper-and-pencil test to measure an individual's Job Readiness Posture (JRP) - attitudes, perceptions and motivations which impact on ability to obtain and maintain a job. The 58 item VOI can be administered in about 20 minutes and assesses the following dimensions: attractions of work, losses associated with obtaining and maintaining a job, and barriers to employment. The test provides a diagnosis of reasons contributing to an individual's classification as a potential nonworker, and can be used to develop prescriptive material to improve the JRP. The test, available in English and Spanish, must be scored by the publisher. The VOI was designed, tested and normed specifically for the economically disadvantaged population. Research has been done to establish the validity and reliability of VOI.

h. Wide Range Employability Sample Test (WREST) by Joseph F. Jastak and Sarah Jastak; 1980; Ages 16-55; Jastak Associates, Inc., 1526 Gilpin Avenue, Wilmington, Delaware 19806.

The WREST was originally designed for use with mentally and physically handicapped individuals, but has more recently been revised for use with the general population. The ten work sample tasks included are: folding, stapling, packaging, measuring, tag stringing, gluing, collating, color and shade matching, pattern matching, and assembling. Each task takes seven to 15 minutes to complete, while the entire test requires about one and one-half hours for individual administration, and two hours for small groups of three to six persons. Norms are provided for production quantity and production quality for the general population and for special groups.

Basic Educational Skill Assessment:

a. Analysis of Skills: Language Arts (ASK-Language Arts) byO. F. Anderhalter, Neil J. Vail, and Joseph F. Papenfuss; 1975-76; Grades 2-8; Scholastic Testing Service, Inc., 480 Meyer Road, Bensenville, Illinois 60106.

   ASK-Language Arts is an objective-referenced and norm-referenced test measuring skills in capitalization and punctuation, usage, and sentence knowledge/composing process. Each of 36-58 skills are tested by three items, and the results are given as mastery, partial mastery and non-mastery of each skill. The test is available in six levels, with the overlapping of grades (2-3, 3-4, etc.). Approximate administration times vary from 60 to 90 minutes. Rental and scoring services are available. No data on reliability is presented, nor are norms given for the skill scores.

b. Diagnostic Skills Battery (DSB), Form A and B; 1977; Grades 1-8; Scholastic Testing Service, 480 Meyer Road, Bensenville, Illinois 60106.

   The Diagnostic Skills Battery tests reading and mathematics in four levels for grades 1-8 (Levels 12, 34, 56, and 78), with language arts also included in Levels 34, 56, and 78. The tests are similar to those of the Analysis of Skills test series (published by the same company as described below), but test fewer objectives. DSB focuses on 35-45 objectives in each area at each level, using two items per objective. Test administration time is approximately two hours, 40 minutes. Both objective-referenced scores and norm-referenced scores are reported. The General Manual contains the rationale for the tests as well as an explanation of the scores reported. Descriptions of the standardization procedures, and internal characteristics of the test are also provided.

c. General Educational Performance Index, Forms AA and BB, by Don F. Seaman and Anna C. Seaman; 1981; Adults; Steck-Vaughn Company, P.O. Box 2028, Austin, Texas 78768.

The General Educational Performance Index was devised to measure the extent to which adults are ready to attempt the General Educational Development test. The five subtests include writing, reading, mathematics, social studies and science. Administration time is approximately three hours. Test scores may be useful for grouping for instructional purposes or following progress in test-retest situations. A description of the test construction and standardization procedures, along with the test's validity and reliability, are included in the Manual of Directions.

d. High School Equivalency Test Guide by Raymond G. Hodges; 1975; Adults; P.A.R. Inc., Abbott Park Place, Providence, Rhode Island.

The High School Equivalency Test Guide is a test primer for the GED, similar in some aspects to the General Education Performance Index described earlier. Subscores are available in the following areas: correctness and effectiveness of expression (spelling, capitalization, punctuation, usage, effectiveness of expression, diction and style); interpretation of reading materials in literature, social studies and general science; and general mathematical ability. The test guide contains 310 multiple choice items.

e. Minimum Essentials Test, Forms A, B, and C, by John W. Wick and Jeffrey K. Smith; 1980; Grades 8-12 and adults; Scott, Foresman and Company, 1900 East Lake Ave., Glenview, Illinois 60025.

The Minimum Essentials Test measures student achievement in reading, language, and mathematics, and provides information on the student's ability to apply basic skills to life situations. An optional writing test is included. The 124-item test requires about one and one-half hours to administer. The reading section covers literal comprehension, inferential comprehension, context clues, and main idea. The language section assesses knowledge in punctuation, capitalization, and sentence structure. The mathematics test covers basic arithmetic operations for whole numbers, fractions, decimals and percents. The life skills section tests the application of those skills in communication; finance; government and law; health, safety and nutrition; transportation; and occupations. Both norm-referenced and criterion-referenced scoring information is available, with standards of mastery set by the local user. Information on the tests' development and additional technical data are provided in the Teacher's Manual.

f. Objectives-Referenced Bank of Items and Tests: Reading and Communication Skills (ORBIT: RCS); 1975; Grades K-Adults; CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940.

ORBIT: RCS is a collection of 335 objectives and corresponding test items from which educators can select those most appropriate for their local goals and programs. Objectives and items are

available in the following areas: visual discrimination, phonic analysis, structural analysis, word meaning, literal comprehension, reference skills, language mechanics and language expression. Each objective indicates the vocabulary level of the corresponding items (primary through 10th grade). Scores are reported for each subtest with the criterion level for all subtests established at 75 percent. Each subtest requires approximately five minutes to administer. If a set of items requires oral administration, or requires more than one page, that information is noted in the catalog of objectives. Tests are available in two formats, and include an examiner's manual. Objectives booklets are also available. Low reliabilities for subtests, and the need for precise recordkeeping, may be concerns for the potential user.

g. SRA Norm-Referenced/Criterion-Referenced Testing Program; 1971-76; Grades 3-9; Science Research Associates, Inc., 155 N. Wacker Drive, Chicago, Illinois 60606.

The SRA Norm-Referenced/Criterion-Referenced Testing Program is a collection of tests that can be used in a variety of combinations to fit local needs and circumstances. The norm-referenced tests contain 30 items and require 25 minutes to administer. The criterion-referenced tests require 45 minutes to administer and contain 13-15 objectives with three items per objective. Reading CRT's are available in the following areas: phonic analysis, structural analysis, vocabulary, comprehension and study skills. Agencies desiring customized CRTs may select from the Mastery: An Evaluation Tool reading or mathematics objectives. The Survival Skills Reading and Mathematics tests are presented as an optional component. Some technical data is available in the NRT/CRT Interpretive Manual, but close examination should be made of the validity and reliability data of the individual tests being considered.

h. SRA Survival Skills in Reading and Mathematics; 1976; Grades 6-Adult; Science Research Associates, Inc., 155 N. Wacker Dr., Chicago, Illinois 60606.

The SRA Survival Skills Test, a criterion-referenced test, measures 20 objectives in math and 20 objectives in reading. Each objective is measured using three items. The test requires approximately two hours to complete. Tests may be hand or machine scored. Suggested mastery level for each item is 100 percent while mastery level for each test is suggested as 80 percent. The available student data includes the percent of students mastering each objective, performance on each item, and overall test performance. Group data includes the percent of students mastering each objective, the percent of students responding to each item correctly, the average overall test performance, and the distribution of students mastering cumulative numbers of objectives.

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i. Steck-Vaughn Placement Survey for Adult Basic Education, Forms I-K, I-L, II-M, and II-Q, by Beth Ann Phillips; Adults with educational skills from grades 1-8; Steck-Vaughn Company, P.O. Box 2028, Austin, Texas 78768.

The Steck-Vaughn Placement Survey for Adult Basic Education is designed to assess skills from a nonreading level through 8th grade. Skills are assessed in the areas of reading, language, and mathematics and include phonics, vocabulary, comprehension, capitalization, punctuation, spelling, English usage, money, word problems, and operations with whole numbers. Test administration time is approximately 15 minutes for each section, or 45 minutes for the entire survey. A word list is used as an initial screening device to prevent learners from experiencing excessive frustration when taking certain parts of this survey. A Skills Breakdown Chart is provided to help identify specific strengths and weaknesses. Prescriptions are given by grade level, keyed to other Steck-Vaughn publications. Technical data is not included in the examiner's manual.

j. Tests of Adult Basic Education (TABE); 1976; Adults with reading levels grade 2-9; CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940.

TABE is a measure of adult proficiency in the basic skills of reading, mathematics and language. The test is available in three levels, E (easy), M (medium), and D (difficult), and requires from 127 minutes to 209 minutes to complete. Subtest scores are reported for vocabulary, comprehension, computation, concepts and problems, mechanics and expression, and spelling. Scores are reported as standard scores and grade equivalent scores. TABE is the adult version of the California Achievement Test (CAT-70), and uses the same basic content and format. Norms are available, but they are based on CAT-70, rather than TABE.

k. USES Basic Occupational Literacy Test (BOLT), Forms A, B, and C; 1973; Educationally disadvantaged adults; United States Department of Labor, Bureau of Labor Statistics, 1515 Broadway, New York, New York 10036.

BOLT is a test of basic reading and math skills developed for use with educationally disadvantaged adults. It is available in three forms at four levels: fundamental, basic intermediate, high intermediate, and advanced. Administration of the BOLT is preceded by giving the Wide Range Scale, a brief screening test in reading and math, to determine the appropriate level of BOLT for the individual. Subscale scores are available in reading vocabulary, reading comprehension, arithmetic computation, and arithmetic reasoning. Subtest raw scores are converted to standard scores, which are translated to a GED (General

Educational Development) level. Counselors can compare literacy skills on the subtests with occupational skill requirements provided in the supplements to facilitate vocational placement. The entire test requires approximately 130 minutes to administer, and can be hand or machine scored.

Reading:

a. Analysis of Skills: Reading (ASK-Reading) by O.F. Anderhalter and Frances Shands; 1974-76; Grades 1-8; Scholastic Testing Service, Inc., 480 Meyer Road, Bensenville, Illinois 60106.

ASK: Reading is a criterion- and norm-referenced test measuring skills in the following areas: word analysis, comprehension, and study skills. Skill scores are interpreted as mastery, partial mastery, and non-mastery in the following categories: discrimination, phonetic analysis, structural analysis, word recognition, vocabulary in context, literal comprehension, inferential comprehension, critical comprehension, library and reference skills, organization skills, pictorial and graphic material, and following directions. In most cases, each skill is measured by three items. Total test administration times vary (depending on the test level) from approximately 135 to 175 minutes, divided among three testing sessions.

b. Criterion-Referenced Tests: Reading Tactics, Levels A - F, Olive Stafford Niles and J. Japp Tuinman; 1981; Grades 7-12; Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, IL 60025.

Reading Tactics is an instructional program which is designed primarily for students who are typically below average in their reading skills. The criterion-referenced tests are the diagnostic and evaluative components of this system. The concepts and skills taught in the Tactics program are defined by 12 Program Objectives and 78 Skills Objectives in the following areas: word attack (context, structure, sound, and dictionary), inferences, central focus, relationships, sentence meaning, judgments, figurative language, imagery, and flexibility. Each objective is measured by a six- to eight- item subtest, which is available in either hand scored or machine scored editions. These tests can be used to their greatest advantage when used in conjunction with the other elements of the instructional program.

c. Fountain Valley Teacher Support System in Secondary Reading (FVTSS-SR); 1976; Grades 7-12; Richard L. Zweig Associates, Inc., 20800 Beach Blvd., Huntington Beach, California 92648.

The Fountain Valley Teacher Support System in Secondary Reading (FVTSS-SR) is a continuation of the earlier edition which was developed for grades 1-6. Sixty-one specific objectives are divided into three subtest areas: comprehension, study skills,

and vocabulary. Subtests are of varying lengths with the majority consisting of four or six items. An optional survey test is available for initial screening of students. While the system assesses student mastery of specific objectives and provides references for remediation, the extensive record-keeping required may inhibit some potential users.

d. Gray Oral Reading Test; 1967; Grades 1-Adult; Bobbs-Merrill Company, 4300 West 62nd Street, Indianapolis, Indiana 46268.

The Gray Oral Reading Test is useful as an adjunct to silent reading tests. The test is available in four comparable forms, with 13 passages ranging in difficulty levels from pre-primer through adult. The examiner presents different passages for the student to read aloud, progressing until the student makes seven or more errors on two successive passages. Errors are classified as aid, gross mispronunciation of a word, partial mispronunciation, omission of a word or group of words, insertion of a word or group of words, repetition of one or more words, and inverting or changing word order. Instructions are provided for scoring the four comprehension items given at the conclusion of each passage.

e. Individualized Criterion Referenced Testing: Reading (ICRTR), Forms A and B; 1973-76; Grades K-8; Educational Development Corporation, P.O. Box 45663, Tulsa, OK 74145.

The ICRTR consists of nine levels of tests covering 345 overlapping objectives, with two items per objective. Each level includes from two to nine minibooklets covering from 16 to 72 objectives. Objectives include letter recognition, phonetic analysis, structural analysis, literal and critical comprehension, and vocabulary. Tests are available in machine- and hand-scorable editions. The items appear to have content validity in that they reflect the objectives accurately. The manual does not discuss in detail other questions of objective and item selection, nor does it discuss field test information on final test forms, assignment of objectives to a level, development of the continuum of objectives, and the reliability of the test in general. Test results are reported in the form of a student summary, listing the objectives the student has mastered, as well as the objectives needing review.

f. An Evaluation Tool: Reading (System for Objective-Based Assessment--Reading (SOBAR), Forms L and M by the Center for the Study of Evaluation, University of California at Los Angeles; 1974-76; Grades K-9; Science Research Associates, Inc., 155 N. Wacker Drive, Chicago, Illinois 60606.

SOBAR is a set of criterion-referenced subtests in six areas: comprehension, letter recognition, phonic analysis, structural analysis, study skills and vocabulary. Each grade level test includes from 25-35 objectives, each meassured by three items.

Each subtest can be administered in approximately three minutes. The potential user has the option of selecting from 302 objectives for a customized test in either English or Spanish. Scoring services available include performance on each objective, as well as performance on the total test for each pupil, class or system. The manual recommends a program of criterion-referenced probes called Diagnosis: An Instructional Aid. SOBAR provides additional instructional prescriptions based on pages from basal texts and supplementary materials.

g. Performance Assessment in Reading (PAIR); 1978; Grades 7-9; CTB/McGraw-Hill, Del Monte Research Park; Monterey, California 93940.

PAIR provides identification of learner needs in basic reading skills and instructional prescriptions referenced to those skills. The 72-item test is divided into two sections for administration: reading enabling skills and life role applications. Each section requires approximately 50 minutes to complete. Reading subtests include vocabulary, literal comprehension, critical comprehension, and location/study skills. Life role applications include pictorial representation, reference, forms and documents and rules and regulations. Local programs set the standards of mastery. Reporting services are available from the publisher.

h. Power Reading Survey Test by William E. Blanton, James L. Laffey, Edward L. Robbins, and Carl B. Smith; 1973-75; Grades 1-12; BFA Educational Media, 2211 Michigan Avenue, P.O. Box 1795 Santa Monica, California 90406.

The Power Reading Survey Test is a series of three criterion-referenced tests measuring 105 objectives in three areas: word recognition, comprehension and study skills. Test administration time ranges from one to five hours depending on the test level used. Approximate test administration times are one hour for Power 1, two hours for Power 2, and five hours for Power 3. The Power tests are a part of the Power Reading System, a program for diagnosis and remedial instruction which includes lesson plans and additional tests which must be reproduced locally. Some of the tests in each level must be administered individually. A recordkeeping system is included for monitoring the progress of individual students by objective.

i. Stanford Diagnostic Reading Test (SDRT), Forms A and B, by Bjorn Karlsen, Richard Madden, and Eric F. Gardner; 1966-76; Grades 1.5-13; The Psychological Corporation, 757 Third Avenue, New York, New York 10017.

The Stanford Diagnostic Reading Test is available in machine- or hand-scorable editions at four levels. The red level, designed for grades one-three, tests abilities in word reading, comprehension, auditory vocabulary, auditory discrimination and

phonetic analysis. The green level, for grades two-five, measures auditory vocabulary, auditory discrimination, phonetic analysis, structural analysis, and literal and inferential comprehension. The brown level, for people with reading ability in the four-nine grade range assesses abilities in auditory vocabulary, literal and inferential comprehension, phonetic analysis, structural analysis, and reading rate. The blue level (grades nine-13) tests literal and inferential comprehension, vocabulary (word meaning and word parts), phonetic analysis, structural analysis, and rate (scanning, skimming and fast reading). Administration times vary from 115 minutes to 165 minutes. Content-referenced scores and norm-referenced scores are provided along with suggestions for prescriptive teaching and instructional alternatives.

j. Woodcock Reading Mastery Tests. Forms A and B; by Richard W. Woodcock, 1972-73; Grades K-12; American Guidance Service, Inc., Publisher's Building, Circle Pines, Minnesota 55014.

The Woodcock Reading Mastery Tests is an individually administered test measuring abilities in the following areas: letter identification, word identification, word comprehension, and passage comprehension. Although the predicted administration time is 20-30 minutes, poor readers may require much longer.

Mathematics:

a. Analysis of Skills: Mathematics (ASK-Mathematics) by O.F. Anderhalter; 1974-76; Grades 1-8; Scholastic Testing Service, Inc., 480 Meyer Road, Bensenville, Illinois 60106.

ASK-Mathematics is an objective-referenced and norm-referenced test measuring skills in the following areas: computational skills, concepts, and applications. Skill scores are provided for the following areas: positive whole numbers, fractions and decimals; negative integers; computational processes; numbers and numeration systems, properties, and theory; set notation and operation; common measures; metric and nonmetric geometry; percents; statistics and probability; trigonometry; functions and graphs; ratios and proportions; mathematical sentences and algebra; everyday problems; and use of specific concepts. Each skill is tested by three items, and the results are given as mastery, partial mastery, and nonmastery of each skill. The test is available in seven levels, with overlapping of the grades 1-8 (1-2, 2-3, etc.). Approximate administration times vary from 100-180 minutes, divided among three testing sessions.

b. Diagnostic Mathematics Inventory (DMI), Levels A - G, by John Gessel; 1971-75; Grades 1.5-8.5; CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940.

The DMI is a criterion-referenced test measuring 325 specific objectives using four items per objective. The individual

diagnostic report and the objectives mastery report for the entire class reflect learning on an objective-by-objective basis. The objectives are in the following general areas: numeration, computation, fractions, decimals, negative numbers, number properties, numerical reasoning, number theory, metric geometry, measurement, money, temperature, time, geometry, percents, and set notation. Suggested mastery level is 75 percent though local standards may be substituted. Included in the testing materials are a teacher's guide and a learning activities guide. Also available are reference guides to each textbook keyed to DMI and a guide to nontextbook materials.

c. Fountain Valley Teacher Support System in Mathematics (FVTSS-M); 1972-74; Grades K-8; Richard L. Zweig Associates, Inc., 20800 Beach Blvd., Huntington Beach, California 92648.

The Fountain Valley Teacher Support System in Mathematics is a series of 786 subtests, each measuring a specific objective in one of the following areas: applications, functions and graphs, geometry, logical thinking, measurement, numbers and operations, problem solving, sets, statistics and probability. The test is administered by tape cassette in both self-scoring and hand-scoring editions. Tests require from 11-25 minutes per subtest. Looseleaf prescription guides and individual record forms are included with the test manual for each grade. While this system assesses student mastery of specific objectives and provides references for remediation, the amount of recordkeeping required may be prohibitive for some instructors.

d. Individual Pupil Monitoring System--Mathematics (IPMS-Mathematics), Forms S and T; 1973; Grades 1-8; Riverside Publishing Company, 1919 South Highland Avenue, Lombard, Illinois 60148.

The IPMS-Mathematics is a criterion-referenced test measuring objectives in the following areas: numeration and number systems, basic mathematical operations, geometry, measurement, problem solving, probability and statistics, and sets. The system includes a series of tests that are grouped into "assessment modules," answer sheets, pupil progress records, teacher management records, behavioral objective booklets, reference booklets for individualizing instruction, and teachers' guides. There are from 47-64 objectives for each grade level, with 442 objectives in all. The objectives in the assessment module match those generally taught in the fall, winter or spring quarter of each year. Levels one-three have five items per objective, while levels four-eight have ten items per objective.

e. Individualized Criterion Referenced Testing; Math (ICRTM), Forms A and B; 1973-77; Grades 1-8; Educational Development Corporation, P.O. Box 45663, Tulsa, Oklahoma 74145.

The ICRTM consists of eight levels of tests measuring 312 objectives in the following areas: sets; bases/numeration systems; addition and subtraction/whole numbers; place value; equations and inequalities; properties of addition and subtraction; money; time; geometry; fractions; measurement; word problems; multiplication of whole numbers; division of whole numbers; properties of multiplication and division; multiples/prime and composition, factorization; estimation and rounding; graphs and scale drawings; decimals and percents; exponential notation; ratio and proportion; and operations of rational numbers/integers. Objectives are measured by two items each, and are grouped in four or five booklets for each level. Mastery levels are established as 100 percent for all tests. The tests are available in machine- or hand-scorable editions. Test results are reported as a student summary, listing the objectives the student has mastered, as well as the objectives needing review.

f. KeyMath Diagnostic Arithmetic Test by Austin J. Connolly, William Nachtman, and E. Milo Pritchett; 1971-76; K-6; American Guidance Service, Inc., Publisher's Building, Circle Pines, Minnesota 55014.

KeyMath Diagnostic Arithmetic Test is an individually administered test originally developed for use with educable mentally retarded children. Subtest scores are available in the following areas: numeration, fractions, geometry, symbols, addition, subtraction, multiplication, division, mental computation, numerical reasoning, word problems, missing elements, money, measurement, time and metrics. The items are keyed to objectives and deficit areas are defined in detail, allowing accurate remediation. The items are presented in an easel kit folder and the test requires approximately 30 minutes to administer. The testing packet includes diagnostic records and manual.

g. Mastery: An Evaluation Tool: Mathematics, Forms X and Y; Grades K-9; Science Research Associates, Inc., 155 N. Wacker Drive, Chicago, Illinois 60606.

Mastery: An Evaluation Tool: Mathematics is a set of criterion-referenced subtests in ten areas--fractional numbers; geometry; integers; measurement; numbers and numerals; sets, functions and graphing; sets, logical thinking and geometry; statistics and probability; whole number computations; and whole numbers. Each grade level test includes from 15 to 40 objectives, each measured by three items. They can be administered in approximately three minutes each. Scoring and reporting are similar to SOBAR with mastery levels at 100 percent for each subtest. A user's guide, manual, and manual supplement are also available.

h. Mathematics: IOX Objectives-Based Tests, Forms A and B; by Ira Moskow, Denis Purcell, and Don May; 1973-76; Grades K-9; Instructional Objectives Exchange, Box 24095, Los Angeles, California 90024.

Mathematics; IOX Objectives-Based Tests are 280 criterion-referenced tests with five-ten items based on behavioral objectives. The K-6 tests assess skills in the following areas: sets and numbers, operations and properties, numerations and relations, measurement and geometry. Tests for grades seven-nine include measures in the following areas: elements, symbolism, measurement, geometry, operations and relations. Printed on spirit masters, each test requires five-ten minutes to administer.

i. Objectives-Referenced Bank of Items and Tests: Mathematics (ORBIT: M); 1975; Grades K-Adults; CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940.

ORBIT: M is a customized, criterion-referenced test consisting of four-item, single objective subtests covering up to 50 objectives. The 507 available objectives correspond with items in the following 18 areas: addition, subtraction, multiplication, division, number and numeration, number theory, number sentences, number properties, set theory, common scales, geometry, measurement, graphs, coordinate geometry, word problems, probability and statistics, algebra, ratio and proportion and percent. Subtests are categorized according to the grade range in which each objective is typically introduced and mastered. Each subtest requires approximately five minutes to administer. If a subtest requires oral administration, or requires more than one page, it is noted in the catalog of objectives available from the publisher. The customized tests are available in two formats, hand-scorable or machine-scorable, and each includes an examiner's manual.

j. Stanford Diagnostic Mathematics Test is available in machine- or hand-scorable editions at four levels. The red level, designed for grades one-four, tests abilities in number system and numeration-simple and compound, addition and subtraction, story problems, tables and graphs, geometric shapes and properties, time and money. The green level, for grades three-six, tests concepts of whole numbers, decimals, ordering, rounding, addition, subtraction, multiplication, division, simple and compound number sentences, story problems, geometric shapes and properties, metric system, time and money. The brown level (grades five-eight) tests the same concepts as the previous one, with adjustments made for grade level. It also includes both metric and English systems of measure. The blue level, (grades seven-13) measures many of the same concepts as the previous two levels, with the addition of rate problems. Test administration times range from 95-120 minutes per level. Norms are provided,

along with percentile ranks and stanines by grade. Individual diagnostic reports and pupil profiles identify individual strengths and weaknesses and facilitate remediation in the general areas. If more detailed information is needed, a locally produced test might serve better.

5. Selected Bibliography of Helpful Resources

The selection of resources listed here is not meant to be exhaustive; rather it is meant to provide the reader with a manageable list of useable and readable documents. Some are research findings; some are theory; some are practical guides; and a few provide actual curriculum activities that can be done with young people.

A code is used to specify the type of resource presented; the code is

B - Books

J - Journals

AV--Audio-Visual Materials

P - Papers, Monographs, Guides, Reports and others

C - Curriculum Activities

C/B Boston YWCA Connections. A Program for Middle School Students about Women and Work and Skills for Good Jobs. Women's Educational Equity Act Program, U.S. Education Department, 1980.

B Bennett, Lawrence, and others. Counseling in Correctional Environments. New York: Human Sciences Press, 1978.

P Butler, Erik and Darr, Jim. Lessons from Experience: An Interim Review of the Youth Employment and Demonstration Projects Act. Center for Public Service, Brandeis University, 1980.

B Dictionary of Occupational Titles, U.S. Department of Labor, U.S. Employment Service. October, 1977.

B Giving Youth a Better Chance, A report of the Carnegie Council on Policy Studies in Higher Education. San Francisco: Jossey-Bass, 1979.

J Gold, Martin. "Scholastic Experiences. Self-Esteem, and Delinquent Behavior: A Theory for Alternative Schools", Crime and Delinquency, 1978.

B Grasso, John and Shea, John. Vocational Education and Training: Impact on Youth. Berkeley: The Carnegie Council on Policy Studies in Higher Education, 1979.

C/B Hamar, R; Hunter, A; Moore, M. Women In Nontraditional Careers Curriculum Guide, Portland, Oregon: Northwest Regional Educational Laboratory, 1981.

C/AV Heltebeke, Renette. Pre-Employment Slide/Tape Program for Limited English Speakers. Educational Media and Curriculum Consultant (890 S.E. Merryman Street), Sherwood, Oregon, 97140.

J Holland, J.L. Making Vocational Choices. Englewood Cliffs, N.J.: Prentice-Hall, 1973.

B Hoyt, Kenneth. Career Education: What It Is and How to Do It. Olympus Publishing Co.

B Human Interaction Research Institute. New Career Options for Women: A Counselor's Source Book. Los Angeles: Human Interaction Research Institute.

C/B Jackson, Tom. Guerilla Tactics in the Job Market. New York: Bantam Press, 1978.

C/B Lawson, Jane and Finn, Peter. Career Education Activities for Subject Area Teachers, Grades 1-6, 6-9, 9-12. Cambridge, Massachusetts: Abt Publications, 1975.

P Mangum, Garth, ed. CETA: Results and Design. The National Council on Employment Policy, 1981.

P Minnesota CETA--Education Task Force. Planning Together: A Guide for CETA and Education Program Planners. For National Association of State Boards of Education. August, 1979.

P Minnesota State Department of Education, Youth Employment Unit. Partners--CETA Education Youth. Minnesota: February, 1979.

B Mitchell, Anita M. Career Development Needs of Seventeen Year-Olds. Falls Church, Virginia: American Personnel and Guidance Association, 1978.

C/B Mitchell, Joyce Slayton. Free to Choose: Decision-Making for Young Men. New York: College Entrance Examination Board, 1978.

C/B Mitchell, Joyce Slayton. I Can Be Anything--Careers and Colleges for Young Women. New York: College Entrance Examination Board, 1978.

C/B Mitchell, Joyce Slayton. The Work Book: A Guide to Skilled Jobs. Bantam Books, 1978.

P National Center for Research in Vocational Education. Career Resource Centers: A Guide to Expanded Career Guidance Services and Career Education Delivery Systems. National Center for Research in Vocational Education (1960 Kenny Road), Columbus, Ohio 43210, 1977.

P National Commission for Research on Youth. Technical Assistance for Youth Participation in Youth Employment Programs: A Catalogue for CETA Youth Directors. Washington, D.C.: National Commission for Research on Youth.

P National Youth Practitioners' Network. "Focusing Better on Youth: Legislative Recommendations from the Field." The Center for Public Service, Brandeis University, 1982.

P Nortwestern Vocational Curriculum Management Center. Vocational Curriculum Catalogue. Washington State Commission for Vocational Education, 9th Issue, 1982.

P Pressman, Harvey. Linking School and Work, Youthwork, Inc. April 1981.

Selz, Nina The Teaching of Employability Skills: Who's Responsible? Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1980.

B Wirtz, Willard. The Boundless Resource. Washington, D.C.: The New Republic Book Company, Inc., 1978.

P Youth: Transition to Adulthood, Report of the Panel on Youth of the President's Science Advisory Committee, June 1973.

APPENDIX: A
PROGRAM ASSESSMENT

PROGRAM ASSESSMENT

Assessment is a process of determining the quality, character and extent of program performance. In the LWT models that operated in Washington, an extensive assessment was undertaken to determine whether the models did, in fact, have any effect upon the level of coordination between schools and the employment and training agencies.

Program planners or evaluators must make a number of choices related to assessment. Questions such as the ones listed below can guide planning for assessment. (You may use the list to sketch some initial thoughts related to your own program, as well.)

		LWT Response	Your Response
1.	What are the purposes of assessment?	To determine effect of models on coordination.	
2.	What aspects or components of the program will be measured?	Administration, Services to Youth, Educational/ Employability Development Services, Transition to Work.	
3.	How will data be gathered?	Project Coordinators complete self-assessment; outside person completes same assessment based on interviews.	
4.	When will data be gathered?	Prior to implementing the models, and periodically throughout duration of funding.	
5.	What will be done with data?	Reported to Employment Security.	
6.	What resources are available to carry out assessment activities?	Contract with outside agencies.	

You can do a number of things to help make assessment a positive process rather than a threatening one:

- Let everyone who is going to be involved know that assessment is to take place.

- o If possible, involve people who will be affected in planning the assessment.

- o Let people know why it is being done, who is doing it and how they can benefit from it. Nothing can be more damaging than springing an unexpected assessment on program staff.

- o Be willing to work around busy schedules of program staff. Don't schedule an assessment meeting on the first day of a program's operation because everyone will probably be busy with kids.

- o Allow people time to gather the information they need to respond to assessment questions.

- o Generally, assessment questions should ask for concrete, measurable responses. For example, "How many students were enrolled in your program?" should elicit a direct answer.

In the case of Let's Work Together, we found that it was difficult to measure "coordination," so we decided to include a category of "indicators" which would provide concrete guidelines to respondents. For instance, one item on the assessment instrument asked people to describe the extent to which "work experiences were utilized to develop employability skills." The suggested indicator was whether there was a match between a worksite job description and needs identified on a students' employability development plan.

The Let's Work Together Assessment Instrument may be used as is or modified to meet specific situations. It lends itself well to repeated uses so that comparisons can be made. The instrument is limited to items describing program processes and procedures, and does not attempt to directly measure changes in students as a result of the LWT models. The instrument contains a set of directions that describe how to use it, and it requires no special training.

"LET'S WORK TOGETHER" PROJECT

Assessment Instrument

COMPREHENSIVE HIGH SCHOOL MODEL

Prepared with funds made available under the Comprehensive Employment and Training Act (CETA), Special Grants to Governors. State of Washington Employment Security Department, Employment and Training Division. John Spellman, Governor. Norward J. Brooks, Commissioner.

September 3, 1981

Education & Work Program
Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue, Portland, Oregon 97204

"Let's Work Together" Project

Assessment Instrument

Purpose

The purpose of this instrument is to determine to what degree sites using the "Let's Work Together" models have been able to improve the coordination of Youth Employment and Training Programs and vocational education services to their students. This assessment covers the basic organizational and operational features considered essential to a vocational education/YETP collaborative program.

Each program director is asked to complete the instrument. In addition, a third-party evaluator will complete the instrument, using information gathered during interviews with program staff and participants and reviews of available program records. This process will provide a complete picture of the effectiveness of the "Let's Work Together" models in coordinating vocational education and YETP resources for in-school youth.

Use

It is useful for this instrument to be completed by a project director shortly after the program has begun and again toward the end of the school year. Some project directors may find it helpful to have the entire staff discuss their judgments about where the program is on certain dimensions of the checklist and to use it as a way of monitoring any areas they feel may have been neglected or omitted in the program's operation. The completion of the instrument toward the end of the school year can provide an opportunity to monitor ways in which the operation of the program may have changed over the year.

Directions

This assessment instrument covers five areas of potential YETP-vocational education collaboration:

- administration/organization
- services to youth
- education/employability development services
- work experiences
- transition to work

In addition, a sixth section covers questions related to the specific CETA-vocational education model being implemented.

Within each of these six categories, a series of statements appears which represent characteristics of an ideally functioning coordinated program. Persons using this instrument are asked to rate, on a scale of 1-5, the extent to which each statement is an accurate description of their program. If the item very closely describes the program, it should be rated "5." If it is partially descriptive, it should be rated between "2" and "4," depending on how descriptive it is. If the program is not doing what is described in the statement, it should be rated "1." If the program as implemented was never intended to address the item or if the item is not applicable to your program, that should be indicated under "Comments."

In order to help think about what rating should be assigned, a number of "sample indicators" are presented along with suggestions for "applicable documentation" accompany each statement. Documentation may be informal as well as formal. After reading a statement, review the associated "sample indicators" and determine what documentation exists, the statement should probably be rated "4" or "5." If some of the questions are answered negatively, a lower rating should be assigned. Persons using this instrument are not asked to supply written answers to the "sample indicators," but anyone who wishes to explain or amplify a response may do so using the space under "Comments." Comments may be especially appropriate in supporting a rating of "1" or "5." If more space is needed for comments, please use the back of the sheet and write the statement number to identify to which the comment refers.

1.0 ADMINISTRATION/ORGANIZATION

1.1 Joint planning involves vocational education and prime sponsor/YETP operator staff in discussions of terminology, program goals, credentials, and program operations.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

Sample Indicators:

a. How many meetings were held, in relation to the perceived need for meetings?

b. Did these meetings involve the people whom you felt were important to the planning process?

c. Did the planning process address all the issues it needed to?

d. Was there consensus on major issues?

Applicable Documentation:

--Agenda and minutes of planning meetings

1.2 Administrative support from both the building and district levels as well as at the prime sponsor level assures coordination of vocational education with YETP.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

Sample Indicators:

a. Have the administrators of the school and CETA agency informed staff about the existence of this program?

b. Do staffs feel that their administrations support this program and are committed to its success?

Applicable Documentation:

--Administrative memorandum(a) to staff
--Staff meeting agendas and minutes

1.3 Agreements between and among all coordinating parties assign responsibilities to the party(ies) most appropriate to assume them; these agreements are complete and specific.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

82

1.4 There are clearly spelled out procedures for documentation which facilitate coordinated activities and the sharing of responsibilities between and among agencies.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

Sample Indicators:

a. Are there signed agreements which outline the specific responsibilities of the educational institution and CETA prime sponsor/YETP operator in the implementation and operation of the program?

b. Do these agreements assign responsibilites to the institution or agency most able to carry them out efficiently and effectively?

c. Are all staff participating in the program aware of which responsibilities are assigned to whom?

d. Are these agreements complete and current?

Applicable Documentation:

--Interagency agreements
--Memorandum(a) to staff
--Staff meeting minutes

Sample Indicators:

a. Do interagency agreements clarify reporting and documentation requirements for each assigned responsibility? If not, is there other written evidence that documentation procedures have been established?

b. Is this documentation sufficient to meet the accountability requirements of both institutions, so that duplication of recordkeeping is minimized?

c. If appropriate, is there evidence that the documentation procedures have allowed agencies to share or transfer some of their traditional responsibilities?

Applicable Documentation:

--Interagency agreements
--Program records, reports
--Correspondence between and among staff

1.5 Clear channels of communication between school and YETP staff exist at both administrative and direct service levels; in addition, there are mechanisms for involving these same staff in decision and policy making.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

Sample Indicators:

a. Do all staff know whom to contact within their own agency/institution if problems arise?

b. Do all staff know whom to contact in the other coordinating agency (e.g., the CETA prime sponsor for school staff) for information or assistance?

c. Are there channels of communication that allow administrators to discuss administrative issues, and direct service staff to discuss service issues?

d. Do staff at all levels feel they have input into the identification of problems and the development of decisions?

Applicable Documentation:

--Interagency and intragency memoranda

2.0 SERVICES TO YOUTH

2.1 Mechanisms are established to identify and refer students to the YETP program; these mechanisms build on the existing relationships school and CETA staff have with eligible students.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

Sample Indicators:

a. Have all staff been informed of the existence and purpose of the program, and of the eligibility requirements for participation?

b. Is there a process for all staff, regardless of their roles, to use in referring students to the program, and has this process been explained to all staff?

Applicable Documentation:

--Announcements and/or memoranda to staff
--Student records (many contain information on referrals)
--Referral records

2.2 Provision of services to youth takes advantage of existing/available services to minimize duplication and maximize offerings. For example, services such as assessment/testing and counseling may already be provided, and the coordinated program incorporates these offerings.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

84

2.3 The student's Employability Development Plan (EDP) or service agreement is prepared with input from counseling and instructional staff, in addition to the student; this plan is based on an assessment of the student's abilities and interests, and outlines a series of educational and employment activities to increase the student's employability.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

Sample Indicators:

a. Are program staff aware of assessment/testing and counseling services that are/were already available through the school and/or CETA program?

b. Have staff used the existing assessment and testing capability of the school or CETA agency and/or previous assessments of students in determining students' needs?

c. Are counseling services for individual students coordinated by the school and YETP counselors, to minimize duplication and inconsistency?

Applicable Documentation:

--Students' school counseling records
--Students' EDPs

Sample Indicators:

a. Are appropriate people (YETP and school counselors, instructors and students) involved in the preparation of students' EDPs?

b. Is all available information (e.g., previous classes taken, test results) about the student used in the preparation of the EDP?

c. Do the EDPs outline a specific series of educational and employability activities, based on an assessment of students' needs and interests, which will increase the students' employability?

Applicable Documentation:

--Students' EDPs
--Students' school records

2.4 The student's EDP is reviewed periodically to determine progress in meeting the goals and/or to develop new strategies or goals; the results of this review are communicated to those people involved in the initial preparation of the EDP.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

85

2.5 At the completion of his/her participation in the program, the student has developed a portfolio or record of accomplishments; those involved in the preparation of the EDP contribute to this product.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

Sample Indicators:

a. Are students' EDPs reviewed periodically to determine progress in meeting the plan goals?

b. Are EDPs revised to incorporate new strategies as students' needs change and/or earlier strategies prove unsuccessful?

c. Are appropriate staff involved in and/or apprised of these revisions to the EDPs?

Applicable Documentation:

--Students' EDPs
--Correspondence between school and YETP staff

Sample Indicators:

a. Are staff involved with each participant aware of the need to develop a student portfolio and of its purpose?

b. Has there been training in portfolio development for staff?

c. Are YETP and school staff, in addition to work site supervisors, asked to contribute to this portfolio?

d. Will the information contained in the portfolio assist the student in making the transition from school to work?

Applicable Documentation:

--Students' EDPs
--Students' portfolios

3.0 EDUCATION/EMPLOYABILITY DEVELOPMENT SERVICES

3.1 Students should have access to available educational (including vocational) services and YETP programs/resources; specific activities are provided to each student in accordance with his/her EDP.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

Sample Indicators

a. Are students aware of available vocational education classes and YETP activities related to their EDPs?

b. Is their access to those programs guaranteed?

c. Are all students receiving the educational and employability development activities outlined in their EDPs? If not all, why not?

d. Are participating students who were not previously involved in vocational education now enrolled in voc. ed. classes related to their career interests?

Applicable Documentation:

--Students' EDPs
--Students' class schedules
--LEA agreement

3.2 In addition to enrollment in vocational education classes, students are able to utilize vocational education resources (i.e., facilities, equipment, staff) for career and/or prevocational exploration experiences.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

Sample Indicators:

a. Have YETP and vocational education staff worked together to identify additional ways to utilize vocational education's resources for YETP participants?

b. Have any students been provided opportunities for career and/or prevocational exploration under such an alternative program?

Applicable Documentation:

--Students' EDPs
--Minutes of staff meetings

4.1 Work experiences are developed to relate to students' career interests and/or classroom experiences.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

Sample Indicators:

a. Are students' work experience sites developed to relate to the career interests and/or current classes identified in students' EDPs?

b. If not, is there a valid reason for it, and are other approaches being used to relate work experiences to students' future employment?

Applicable Documentation:

--Student counseling records
--Students' EDPs
--Work site job descriptions

87

4.2 Work experiences are utilized to develop employability skills.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

Sample Indicators:

a. Are work sites developed which will enable students to learn the employability skills their EDPs indicate they need?

b. Are students and work site supervisors aware of the skills the students are expected to learn on the job?

Applicable Documentation:

--Work site job descriptions
--Students' EDPs
--Work site agreements

4.3 If appropriate, work experiences are utilized to provide an opportunity for career exploration which may guide students into vocational education programs.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

88

4.4 For each work experience, a job description which identifies specific skills to be learned on the job has been developed; this job description is the basis of a plan between the student, work site supervisor and staff for achieving the student's goals.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

Sample Indicators:

a. Are work experience sites created and utilized to assist students who have not yet done so to identify career interests?

b. Are counseling and vocational exploration experiences also being provided to assist students in understanding how these work experiences might relate to future career choices?

c. When and if students develop career interests, are they then referred to appropriate voc. ed. classes?

Applicable Documentation:

--Students' EDPs, counseling records
--Students' class schedules

Sample Indicators:

a. Are there job descriptions for each work experience site which identify the specific job tasks to be accomplished and the skills to be learned on the job?

b. Are the tasks and skills appropriate for the student placed in the job?

c. Are the tasks and skills written in such a way that the students' performance and progress can be evaluated?

d. Have the student, work site supervisor and YETP staff reviewed the job description and developed a plan which outlines the responsibilities of each in helping the student to achieve his/her objectives on the work site?

Applicable Documentation:

--Student's EDPs
--Work site job descriptions
--Work site agreements

4.5 There is an established procedure for documenting and evaluating the student's progress in meeting performance goals identified in a job description; these evaluations assist in identifying continuing employability needs and provide a justification for awarding credit for the work experiences.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

Sample Indicators:

a. Is there a procedure to evaluate and document the students' progress in meeting their work experience goals?

b. Does this evaluation process include all information needed to meet YETP and school requirements, especially for awarding academic credit? Does it eliminate the need for duplicative evaluations by school and YETP staff?

c. Have work site supervisors and students been informed in advance of the evaluation procedure and their roles in that procedure?

d. Are the results of the work site evaluations fed back into the EDP process to identify changing needs and interests?

e. Are the results of the evaluation process included in students' portfolios?

Applicable Documentation:

--Work site evaluations
--Standards for academic credit
--Supervisor and student orientation materials
--EDPs and student portfolios

5.1 The interagency agreement which structures this program outlines program goals and staff responsibilities for the transition of students to other appropriate activities at the completion of this program.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

Sample Indicators:

a. Does the interagency agreement clearly outline the responsibilities of each agency and indicate how participants will move to other appropriate activities after their participation is completed?

b. Are individual staff aware of their responsibilities in this process?

c. Are individual staff aware of other activities that exist?

Applicable Documentation:

--Interagency agreement(s)
--Staff memoranda
--School or YETP plans of operation

5.2 Mechanisms have been established to increase students' knowledge of and access to other CETA or education services, upon completion of or termination from the YETP program.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

Sample Indicators:

a. Have staff been informed of the availability of and eligibility requirements for other CETA and educational services which might be appropriate for their participants?

b. Have students who are about to leave the program been informed of the availability of and eligibility requirements for other CETA and educational services which relate to the goals outlined in their EDPs?

c. Is there a process for staff to use in referring students to these further activities, and has this process been explained to all appropriate staff?

5.3 For participants planning to enter the work force, existing school placement programs are coordinated with YETP placement efforts.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

Sample Indicators:

a. Are staff aware of placement services already provided to YETP students by the school or CETA program operator?

b. Have model program staff built on these existing mechanisms in developing placement services for program participants?

Applicable Documentation:

--School or YETP plans of operation

6.0 Comprehensive High School Model

6.1 Using the resources available to the comprehensive high school, the "Let's Work Together" model has enhanced students' classroom learning by providing work experiences related to their course curricula.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

92

6.2 By providing the YETP services through school staff, students participating in this model program have increased their knowledge of career options and have enrolled in vocational education programs which will help them achieve their career goals.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

Sample Indicators:

a. Is there evidence that program staff have made attempts to develop work experiences for students which relate to their course work?

b. How many students have actually had such work experiences?

c. Has students' classroom learning improved as a result of this coordination?

Applicable Documentation:

--Student school and work site attendance records
--Teacher and employer evaluations of students
--Work site job descriptions

Sample Indicators:

a. Have employability development activities included a discussion of career opportunities in relation to education programs available through the school?

b. Are students increasingly identifying educational goals in relation to their career goals?

c. After (or during) participation in YETP, have students enrolled in vocational education programs which were not scheduled in their initial EDPs?

Applicable Documentation:

--Materials used in employability development workshops
--Students' EDPs
--Vocational education enrollment records

6.3 The Comprehensive High School Model assigns responsibilities which minimize duplication and maximize the provision of Career Employment Experiences and limited transition services to students in the school.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

93

6.4 Staff of the school and the YETP feel that the "Let's Work Together" model has improved their ability to provide services to their students, without overburdening any individual staff member or one agency.

1 2 3 4 5

☐ Check here if your program does not intend to address this item.

Comments:

Sample Indicators:

a. Does the LEA agreement signed by the school and prime sponsor/YETP operator reflect the model and LEA agreement detailed in the LWT Selection Booklet? If not, are the differences significant?

b. Is there evidence that duplication of educational/employability development activities has been reduced by the implementation of the model?

c. Is there evidence that more students have received services under YETP as a result of the implementation of the model?

Applicable Documentation:

--LEA Agreement
--School and YETP records of services provided
--Students' EDPs

Sample Indicators:

a. Do staff feel that through this model they have increased their knowledge and appreciation of the services both agencies can provide?

b. Is there any evidence that staff of the school and/or the YETP operator who are not directly involved in the model program have voluntarily participated in or contacted the model staff to discuss issues related to the program?

c. Is there evidence that this model has increased the workload of any staff in such a way as to cause a negative reaction?

Applicable Documentation:

--Staff correspondence

6.4 To what extent has the implementation of the Comprehensive High School Program Model in your area reflected the model as described in the "Program Models Selection Booklet"?

1	2	3	4	5
There has been little or no variation		There has been some variation		There has been extensive variation

Please describe significant variations below in the appropriate categories:

Goals/purposes

Target audience

Organization/structure

Content

Staff involvement

Other

6.5 To what extent has the implementation of the Comprehensive High School Program Model in your area reflected the model <u>as described in your proposal</u>?

1	2	3	4	5
There has been little or no variation		There has been some variation		There has been extensive variation

Please describe significant variations below in the appropriate categories:

Goals/purposes

Target audience

Organization/structure

Content

Staff involvement

Other

APPENDIX B:
GLOSSARY

GLOSSARY

This brief glossary is intended to clarify some of the technical terms used in this Handbook. If you have further questions, contact either a representative of your public schools or your CETA Prime Sponsor.

Balance of State (BOS). The area which consists of all parts of a state which are not within the jurisdiction of local CETA Prime Sponsors and, therefore, are served by the State acting as prime sponsor.

Career Education. Learning experiences based on identifiable learning objectives which may be infused into basic skills and/or working skills programs, and may include career awareness, career orientation and career exploration.

Career Employment Experience (CEE). One of two kinds of service that may be offered under YETP. CEE consists of work experience or on-the-job training plus career information, counseling (including career counseling), occupational information and placement services.

Career Orientation. Learning experiences that emphasize the wide range of occupations available, worker characteristics, educational and training requirements and relevancy of school subjects to the occupational areas and that also stress self-evaluation of interests, aptitudes and abilities and their application to various life styles.

Community Resource Training (CRT). A vocational program designed for small school districts that features one-to-one instruction utilizing a resource person in the community.

Comprehensive Employment and Training Act (CETA). Establishes a broad-based program of employment and training activities administered through the Department of Labor. A major focus for CETA youth programs has been to cooperate with local education agencies (LEAs) to increase youth employability.

Comprehensive High School. A secondary school with a curriculum designed to offer a diversified program to meet the needs of all youth, regardless of their varying interests and abilities.

Cooperative Education. Within approved vocational programs in the State of Washington, cooperative education involves jobs plus the classroom in delivery of instruction. Cooperative education may be provided in Agriculture; Business and Office; Distributive Education; Diversified Occupations; Home Economics; and Trade, Industrial, Technical and Health Occupations.

Diversified Occupations (DO). A vocationally-approved program designed for schools not large enough to support individual programs in specific areas (e.g., Business and Office, Trade and Industry, etc.).

Employability Development Plan (EDP). A plan, drawn up in conjunction with a participant, which is designed to assist the participant in becoming ready for placement in unsubsidized employment. An EDP includes an assessment of employability readiness, a description of barriers to employment, and a description of specific employment and training needs along with activities and services designed to meet those needs.

LEA Agreement. Prime sponsors are required to spend at least 22 percent of their annual YETP allocations to serve in-school youth pursuant to written agreements between the prime sponsors and local educational agencies (LEAs); these agreements may be either financial or nonfinancial. Under a financial agreement, schools receive funds to operate a program; under nonfinancial agreements, prime sponsors or program operators run the program, with LEA cooperation. Usually such cooperation involves assistance with identifying YETP-eligible youth and referring youth to the program.

Limited Transition Services. Services under YETP which may be provided to all students regardless of their YETP eligibility. These services are: counseling, occupational education and training information, job referral information, placement services, and assistance in overcoming sex stereotyping in job development, placement and counseling.

Local Education Agency (LEA). A public board of education or other public authority legally constituted to administer, direct or perform a service function for public elementary or secondary schools in a city, county, township, etc.

On-the-Job Training (OJT). A service available under YETP in which a student is hired for a job and receives training while on the job. Such positions are generally full time and YETP reimburses the employer for up to 50 percent of the costs of training, for a predetermined training period.

Prime Sponsor. A unit of government for a population of 100,000 or more responsible for administering all CETA programs within its jurisdiction.

Program Operator. An organization which contracts with a prime sponsor to provide direct services to CETA-eligible clients.

Transition Services. Services which enhance the value of a work experience for youth and which are designed to help youth make the transition from school to unsubsidized jobs in the labor market. The list of "allowable" transition services for a CETA project is available from any prime sponsor.

Vocational Education. Vocational education as used in this booklet refers to programs which have been approved as vocational by the Office of the Superintendent of Public Instruction. Such programs meet a set of basic standards (available from the State

Superintendent's Office) for all programs as well as specific criteria of the appropriate service area (i.e., Agricultural Education, Business and Office Education, Community Resource Training, Distributive Education, Diversified Occupations, Home and Family Life Education, Industrial Arts and Trade, Technical and Health Occupations Education).

Work Experience. A short-term or part-time work assignment with a public or private nonprofit employing agency, which is designed to enhance the employability of individuals through the development of good work habits and basic work skills.

YETP. Youth Employment and Training Program. A part of Title IV (Youth Programs) of CETA in which it is mandated that at least 22 percent of each prime sponsor's YETP allocation be expended on programs serving in-school youth. Such programs are to be run according to the terms of an agreement negotiated with one or more school districts and signed by appropriate agency representatives. To be a participant in a YETP in-school program, students must be 16 to 21 years of age and meet certain income guidelines.

APPENDIX: C
INTERAGENCY AGREEMENT SAMPLES

"Let's Work Together"
Vocational Cooperative Education Program Model
(Small Rural High School)
Local Education Agency Agreement

Purpose

This Local Education Agency (LEA) Agreement is one of several agreements necessary to implement the "Let's Work Together" model.

This Agreement outlines the responsibilities of the _____ CETA Prime Sponsor and the _____ School District in the implementation of the Vocational Cooperative Education Program Model.

Responsibilities

The _____ School District agrees to:

1. Recruit potentially eligible students for the model program
2. Provide assessment and testing for participants, if appropriate
3. Prepare participants' Employability Development Plans, in consultation with the prime sponsor staff
4. Enroll students in the appropriate cooperative education program operated by the school
5. Develop work experience sites and job descriptions for the program participants
6. Provide counseling to participants as needed
7. Evaluate students' performance in the work experience sites, and incorporate the results of these evaluations into the students' EDPs and portfolios
8. Certify the relevance of each student's Career Employment Experience to his/her education and career goals
9. Establish standards for and award academic credit for students' work experiences
10. Assist students in developing portfolios or records of their accomplishments, which can be useful in making the transition from school to work
11. Through its cooperative education class, provide participants with employability development skills

12. Provide supervision to the cooperative education instructor in the performance of his/her responsibilities for YETP in the school

13. Prepare and submit required reports and records, including participant records, in accordance with prime sponsor requirements

14. Comply with all applicable federal, state and local laws and regulations

The _____ CETA Prime Sponsor, directly or through its YETP operator, agrees to:

1. Determine and verify the eligibility of students for YETP, and enroll them in the program

2. Assist school staff in the preparation of participants' Employability Development Plans (EDPs)

3. Provide participants with an orientation to YETP and the prime sponsor's program; advise participants of the prime sponsor grievance procedure

4. Provide work experience supervisors with an orientation to YETP in consultation with the school

5. Provide supportive services to participants, if appropriate

6. Monitor work sites for compliance with YETP law and regulations

7. Manage the payroll for YETP participants, including collection and verification of time sheets and generation of pay checks

8. Assist students in locating unsubsidized employment at the completion of their participation in YETP

9. Provide limited transition services to _____ students at the _____ High School during the _____ school year, as requested by the school (outline of transition services curriculum attached)

10. Conduct followup studies of participants upon completion of their participation, in accordance with prime sponsor followup procedures

11. Provide Prime Sponsor Youth Planning Council review of this LEA Agreement

12. Prepare and submit all required reports to state and federal agencies

13. Comply with all applicable federal, state and local laws and regulations

This agreement is effective from _____ to _____.

It may be amended or cancelled by either signator upon thirty days written notice.

_____ _____

Prime Sponsor or Program Operator School District

"Let's Work Together"
Comprehensive High School Model
(Large High School)
Local Education Agency Agreement

Purpose

This Local Education Agency (LEA) Agreement is one of several agreements necessary to implement the "Let's Work Together" model.

This Agreement outlines the responsibilities of the _____ CETA Prime Sponsor and the _____ School District in the implementation of the Comprehensive High School Model.

Responsibilities

The _____ School District agrees to:

1. Recruit potentially eligible students for the model program
2. Determine and verify the eligibility of students for YETP, and enroll them in the program
3. Conduct assessment of students' needs and interests related to education and employability
4. Provide participants with an orientation to YETP and the prime sponsor's grievance procedure
5. Prepare and revise as necessary participants' Employability Development Plans (EDPs)
6. Provide employability development and educational activities and services (including vocational education) to students, in accordance with their EDPs
7. Provide counseling to participants as needed
8. Develop work experience sites and job descriptions for the program participants
9. Provide work experience supervisors with an orientation to YETP
10. Evaluate students' performance in the work experience sites, and incorporate the results of these evaluations into the students' EDPs and portfolios
11. Monitor work sites for compliance with YETP law and regulations
12. Manage the payroll for YETP participants, including collection and verification of time sheets and generation of pay checks

13. Establish standards for and award academic credit for work experiences

14. Certify the relevance of each student's Career Employment Experience to his/her education and career goals

15. Assist students in locating unsubsidized employment at the completion of their participation in YETP

16. Provide limited transition services to _____ students, regardless of their eligibility for YETP

17. Hire and supervise all program staff, in accordance with school district policies and procedures

18. Maintain participant and program records; prepare and submit all required reports in accordance with prime sponsor requirements

19. Comply with all applicable federal, state and local laws and regulations

The _____ CETA Prime Sponsor, directly or through its YETP operator, agrees to:

1. Provide Prime Sponsor Youth Planning Council review of this LEA agreement

2. Provide supportive services to participants, if appropriate

3. Conduct followup studies of participants upon completion of their participation, in accordance with prime sponsor followup procedures

4. Monitor program for compliance with YETP law and regulations

5. Comply with all applicable federal, state and local laws and regulations

This agreement is effective from _____ to _____.

It may be amended or cancelled by either signator upon thirty days written notice.

_____ _____

Prime Sponsor or Program Operator School District

"Let's Work Together"
Multidistrict Model
Local Education Agency Agreement

Purpose

This Local Education Agency (LEA) Agreement is one of several agreements necessary to implement the "Let's Work Together" model.

This Agreement outlines the responsibilities of the _____ CETA Prime Sponsor and the _____ School District in the implementation of the Multidistrict Model.

Responsibilities

The _____ School District agrees to:

1. Develop agreements with the school districts participating in its multidistrict cooperative to assign them responsibility for:

   a. Recruiting potentially eligible students for the model program

   b. Assisting in the assessment and testing of participants

   c. Participating in the preparation and revision of students' Employability Development Plans (EDPs)

   d. Certifying the relevance of each student's Career Employment Experience to his/her educational and career goals

   e. Establishing standards for and awarding academic credit for students' work experiences

2. Determine and verify the eligibility of students for YETP, and enroll them in the program

3. Provide participants with an orientation to YETP and advise participants of the prime sponsor's grievance procedures

4. Conduct assessments of participants to determine their needs and interests related to employability and education

5. Prepare and revise, as necessary, participants' Employability Development Plans (EDPs)

6. Provide participants with employability development and education activities and services (including vocational education), in accordance with students' EDPs

7. Provide counseling to participants as needed

8. Develop work experience sites and job descriptions for participants

9. Provide work site supervisors with an orientation to YETP

10. Evaluate students' performance in the work experience sites, and incorporate the results of these evaluations into the students' EDPs and portfolios

11. Monitor work sites for compliance with YETP law and regulations

12. Manage the payroll for YETP participants, including collection and verification of time sheets and generation of pay checks

13. Assist students in developing portfolios or records of their accomplishments, which can be useful to them in making the transition from school to work

14. Assist students in locating unsubsidized employment at the completion of their participation in YETP

15. Hire and supervise program staff in accordance with school district policies and procedures

16. Maintain participant records, and prepare and submit all required reports, in accordance with prime sponsor requirements

17. Comply with all applicable federal, state and local laws and regulations

The _____ CETA Prime Sponsor, directly or through its YETP operator, agrees to:

1. Provide Prime Sponsor Youth Planning Council review of this LEA Agreement

2. Provide supportive services to participants, as necessary

3. Monitor program for compliance with YETP law and regulations

4. Conduct followup studies of participants upon completion of their participation, in accordance with prime sponsor followup procedures

5. Comply with all applicable federal, state and local laws and regulations

This agreement is effective from _____ to _____.

It may be amended or cancelled by either signator upon thirty days written notice.

_____ _____

Prime Sponsor or Program Operator School District

"Let's Work Together"
Prevocational Program Model
Local Education Agency Agreement

Purpose

This Local Education Agency (LEA) Agreement is one of several agreements necessary to implement the "Let's Work Together" model.

This Agreement outlines the responsibilities of the _____ CETA Prime Sponsor and the _____ School District in the implementation of the Prevocational Program Model.

Responsibilities

The _____ School District agrees to:

1. Assist in assessment and testing to determine students' needs and interests related to employability and education

2. Participate in the preparation and revisions of students' Employability Development Plans (EDPs)

3. Provide education and employability development activities and services to students enrolled in the prevocational program, in accordance with their EDPs

4. Evaluate students' performance in the prevocational program, and provide the results of these evaluations for use in revisions of students' EDPs

5. Maintain participant records in accordance with school district and prime sponsor requirements

6. Hire and supervise prevocational instructor in accordance with school district policies and procedures

7. Comply with all applicable federal, state and local laws and regulations

The _____ CETA Prime Sponsor, directly or through its YETP operator, agrees to:

1. Develop agreements with the school districts participating in its multidistrict cooperative to assign them responsibility for:

   a. Recruiting potentially eligible students for the program

   b. Assisting in the assessment and testing of participants

c. Participating in the preparation and revision of students' Employability Development Plans (EDPs)

d. Providing educational and employability development activities and services to complement those provided by the prevocational program and the YETP operator

e. Certifying the relevance of each student's Career Employment Experience to his/her educational and career goals

f. Establishing standards for and awarding academic credit for students' work experiences

2. Determine and verify the eligibility of students for YETP, and enroll them in the program

3. Provide participants with an orientation to YETP and advise participants of the prime sponsor's grievance procedures

4. Conduct assessments of participants' needs and interests related to education and employability, in consultation with the prevocational and area school district staff

5. Prepare and revise, as necessary, participants' Employability Development Plans (EDPs), in consultation with prevocational and area school district staffs

6. Provide counseling to students, as needed

7. Develop work experience sites and job descriptions for participants

8. Provide work site supervisors with an orientation to YETP

9. Evaluate students' performance in the work experience sites, and incorporate the results of these evaluations into the students' EDPs and portfolios

10. Monitor work sites for compliance with YETP law and regulations

11. Manage the payroll for YETP participants, including collection and verification of time sheets and generation of pay checks

12. Provide supportive services to participants, as necessary

13. Assist students in developing portfolios or records of their accomplishments which can be useful to them in making the transition from school to work

14. Assist students in making the transition from the prevocational program to other education/employment activities, and, at the completion of their YETP participation, in making the transition to unsubsidized employment

15. Conduct followup studies of participants upon completion of their participation, in accordance with prime sponsor folowup procedures

16. Provide Prime Sponsor Youth Planning Council review of this LEA Agreement

17. Comply with all applicable federal, state and local laws and regulations

This agreement is effective from _____ to _____.

It may be amended or cancelled by either signator upon thirty days written notice.

_____ _____

Prime Sponsor or Program Operator School District

APPENDIX: D
EMPLOYABILITY DEVELOPMENT PLAN SAMPLE

Employability Development Plan

for

_____
(Name)

I. Assessment

Describe assessment activities which have been carried out by checking the appropriate lines and supplying additional information as needed:

_____ General Aptitude Test Battery

_____ Personal Interview

_____ Basic Occupational Literacy Test

_____ Other (please describe) _____

II. Desired Competencies

Based on results of the above assessment, the following plan has been developed to show how needed competencies will be attained.

Competency	Standard of Attainment or How the Competency Will be Demonstrated	Date Attained
A. Pre-employment		
1.	1.	_____
2.	2.	_____
B. Work Maturity		
1.	1.	_____
2.	2.	_____
C. Educational		
1.	1.	_____
2.	2.	_____
D. Occupational		
1.	1.	_____
2.	2.	_____

The following service(s) will be provided to assist in competency attainment:

_____	Career Exploration	_____
_____	Work Experience	_____
_____	Job Shadowing	_____
_____	On-The Job-Training	_____
_____	Other (describe)	_____

III. Updating

It is understood that competency attainment will be reviewed _____, and at that time this plan will be updated and/or modified.

IV. Signatures

I have read this plan and agree to provide services which will assist the participant with developing identified competencies.

_____

(Employer, service provider, school counselor, etc.

I have developed this plan with my employment and training counselor and agree to work on developing the identified competencies by participating in the activities described in Section II.

_____

(Participant)

I have developed this plan with the participant and agree to assist the participant with resolving issues related to competency attainment.

_____

(Employment and Training Counselor)

APPENDIX E:
CAREER DEVELOPMENT PLAN SAMPLE

CAREER DEVELOPMENT PLAN

I understand that this Career Development Plan will help me, my Work Experience Coordinator and my Counselor identify a career that would interest me.

Name_____ Grade_____ Age_____ Date_____

School_____ Counselor_____

1 Things I have done to start thinking about a career:

__thought about the difference between a job and a career
__talked to a person in a career I'm interested in
__filled out a job application
__discussed jobs with: __my parents/guardian/family __friends __teacher
__taken career related field trips to _____
__acquired a Social Security card work permit
__taken a career interest survey: __Kuder __Job O __Needlesort __Other:_____
__taken a career aptitude survey: __GATB __ASVAB __DAT __Other:_____

2 My high school courses that will help me in a job or career: Please circle the letter A, B or C (*A = classes already taken, B = classes I am taking this school year,* and *C = classes I plan to take*). You may circle more than one letter for any course.

A B C Typing	A B C Metals	A B C Commercial Foods	A B C Personal Finance
A B C Bookkeeping	A B C Building	A B C Dental Assistant	
A B C Shorthand	A B C Construction	A B C Medical Assistant	A B C Health
A B C Business Office	A B C Woodshop	A B C Child Care	A B C Drama
A B C Machines	A B C Drafting	A B C Psychology	A B C Math
A B C Electronics	A B C Auto	A B C Communications	A B C English
A B C Other_____			A B C Science

My favorite classes so far in high school are: _____

_____

3 Jobs I've had: How long I've had them:

_____ _____

_____ _____

_____ _____

Ones I liked: _____

...because _____

Ones I didn't like: _____

...because _____

Some skills I have learned: (ex. typing, selling, fixing cars, welding) Where I learned them: (ex. school, family, friends, self)

_____ _____

_____ _____

_____ _____

_____ _____

4 Some experiences I've had that were important to me but that don't fit under "SCHOOL" or "WORK" (ex. volunteer work, vacation trips, hobbies): _____

_____

_____

5 In my everyday activities, I naturally do some things well. They are: _____

_____

_____

6 Things I dislike are: _____

_____

7 I think I would enjoy a job where I could:

__work with my hands
__build things
__fix things
__organize materials
__plan ideas
__other: _____

__work alone
__work with others
__meet new people
__supervise others
__report to someone else
__solve problems

__give advice
__be outdoors
__be physically active
__be of direct service to others
__earn big money

8 I have thought about a career goal: __Yes, my career goal is _____.

__No, I am not sure about my career goal.

9 I know jobs are available in many areas. Some of these areas are food service, sales, office, child care, health care, auto, electronics and so on.... There are many more to choose from. Based on my experience, my skills and my interests, I would now like to apply for a job.

1st choice: _____ 2nd choice: _____

(If you're not ready to choose a job, ask your Work Experience Coordinator for help.)

My 1st choice will let me do what I checked above in item #7. __Yes __No

My 1st choice will help me:

__learn more job skills
__learn more about my hobbies and interests
__see what it's like to work
__earn money so I can _____
__work toward my career goal

_____
Student signature Date

FOR OFFICE USE ONLY:

The student and I have discussed this CDP and have agreed on a job placement beginning _____.

job_____ site_____

_____
Work Experience Coordinator signature *date*

Related school/training: _____

Copies to: Work Experience Coordinator
Counselor
Student
YCTS area office

The student and I have discussed this CDP and it is relevant to his/her career and educational goals.

_____
Counselor signature *date*

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APPENDIX F:
LEARNING SITE ANALYSIS FORM

experience-based
career education

LEARNING SITE ANALYSIS FORM

Portland Public Schools/HR3/PDC/ACD & JCATC
COMMUNITY SITE

Emergency Home Repair
DEPARTMENT/POSITION

ADDRESS/PHONE

COMMUNITY INSTRUCTOR

SCHOOL STAFF

DATE

MAJOR TASK Basic Framing - Diagnosis

Subtasks (Check box for Student Participation)	MATH (How well)	READING (How well)
1. Make an evaluation of the physical condition and needs, such as dry rot, overspan, floors, joist, caulking or painting. [X]	Applied: Measurement of surface edge and width of steps to see if it meets codes. Some calculating in writing and/or interpreting written job orders. Fundamental:	Applied: Code books Fundamental:
2. Write up an accurate job order and compare it to the Portland Development Commission work order. [X]	Applied: Do accurate measuring and ordering for amount of paint, nails, caulking, etc. for bill of materials - gallons of paint - lbs. of nails - sq.ft. of plywood *continued below* Fundamental:	Applied: Catalogues Code books Manufacturer's recommendation for materials Instructional materials, such as texts Fundamental:
[ ]	Applied: - bd.ft. of lumber - linear ft. of trim - sq.ft. of roofing and siding - cubic yd. of concrete - sq. yd. of floor covering - sq.ft. of insulation Fundamental:	Applied: Fundamental:
3. Draw up plans for proposed jobs. [X]	Applied: Accurately draw to scale, using (Architect's scale) ruler, etc.; include an explanation of the scale. - basic functions - fractions Fundamental.	Applied: Instruction texts Read other people's sketches, drawings Fundamental:
4. Receive materials and check to see if all is there and assess skills and abilities of work force. [X]	Applied: Basic calculations started above. Rely on some estimation of stacks of wood, gallons of paint, etc.	Applied: Read invoice

COMMUNICATIONS (How well)	SPECIFIC JOB SKILLS	LIFE SKILL APPLICATION
Applied: How to say tactfully, "Your whole house is falling down, lady!, but we'll fix it." Interpreting PDC work order and explaining to others the specific tasks required Fundamental:	Work order vocabulary Determining whether to replace or repair	How do state/federal building codes determine the content of a work order? [Social Studies] How does home improvement impact the neighborhood dwellers? What is urban renewal and what are some results? (Sociology)
Applied: Accurately write up the specific job order. Verbally justify the order by citing evidence. Write up order and bill of materials and indicate who it should be sent to for decisions and payment.	Make labor calculations, i.e., how many laborers for how many days.	When is a building permit needed? How is a building permit secured? [Citizenship, Local Government] Exercising judgment based on experience. [Critical Thinking]
Applied: Fundamental:		
Applied: Free-hand sketching can be useful if drafting materials and/or skills aren't available. Fundamental:	International language of engineering and architectural drawing Basic drafting	Layout and design of a plan. [Creative Development, Art, Drafting]
Applied: Summarize receipt of materials and briefly state that either it's all there or what's missing if it's not all there. Write a report of materials missing if appropriate.	Accurate estimation of whether job can proceed based on materials, work force, and written plan.	Physical fitness and nutrition will be important as materials are received, carried, stacked and used. Physical characteristics of tolerance to weather, etc. [Health, P.E., Science]

MAJOR TASK Basic Framing (Ex: Porch Repair)

Subtasks (Check box for Student Participation)	MATH (How well)	READING (How well)
1. Dismantle existing structure. [X]	Applied: Fundamental:	Applied: Read job order and plans. Fundamental:
2. Pour concrete footings. - Build forms. - Shovel the mud. - Implant accessory hardware. [X]	Applied: Measure surface to cover & then calculate how much concrete to order or to mix. *cubic yards Measure & cut lumber to contain concrete *board feet Calculate layout for accessory hardware *geometry-"3-4-5 rule" Fundamental:	Applied: Read cement sack instructions. Reading any directions on accessory hardware packages Fundamental:
3. Frame the posts and beams that support the floor and steps. - Put beams on posts and attach to wall with joist hanger brackets. - Attach stair jacks between beam down to footings. [X]	Applied: Measure for level line on wall to assure that all beams & joists are at same level. Basic measuring for cutting wood. Calculate number of stairs, what size for within a certain distance. *ratios & relationships *fractions Fundamental	Applied: Visual reading of level Fundamental:
4. Build floor and steps. [X]	Applied: Measuring and pre-marking Fundamental.	Applied: Manufacturer's instructions on how to apply plywood. Read grade stamps, usually on best side up. Fundamental:
5. Estimate the commercial value of repairs made. [X]	Applied: Totalling cost of materials, labor hours spent, hypothetical hourly wage, etc. *basic functions *fractions	Applied: All invoices, work records, PDC forms

COMMUNICATIONS (How well)	SPECIFIC JOB SKILLS	LIFE SKILL APPLICATION
Applied: Listening to and following instructions. Giving and relaying instructions. Fundamental:	Safety Discretion about what to throw out and what to save	Ecological disposal and/or saving of materials [Science] Establishing goals and following through on a task [Personal Development, Psychology]
Applied: Telephone techniques if more of anything needs to be ordered. Clear communication with person at other end of the tape measure.	Coordinating actions and working well as a team Pounding, sawing, hammering, level, brace Appropriate building terminology Hand-eye coordination	Chemical analysis of cementing process [Science]
Applied: Cooperating with and relating to others working on same task Fundamental:	Drills, levels, plumb-bob; look for "crown" and place crown side up. Speed of work is important when working on a contract basis.	Investigation of wood products industry, etc. [Science] Looking into recent trends of conservation, wood products, etc. [Ecology, History, Studies of the Future]
Applied: Cooperating relationships during construction. Written communication of task completion. Fundamental:	Determine size and grade of plywood for floor. Know what each grade means.	Study of weatherization of building materials for prevention of decay [Science]
Applied: Relate this written information to the appropriate party.	Contracting Financing Billing	Handling confidential information [Citizenship, Psychology]

MAJOR TASK

Subtasks (Check box for Student Participation)	MATH (How well)	READING (How well)
☐	Applied:	Applied:
Other possible major tasks: 1. Foundation work 2. Doors and windows 3. Drywalling 4. Countertops and cabinets	Fundamental:	Fundamental:
☐	Applied:	Applied:
	Fundamental:	Fundamental:
☐	Applied:	Applied:
	Fundamental:	Fundamental:
☐	Applied:	Applied:
	Fundamental.	Fundamental:
☐	Applied:	Applied:

COMMUNICATIONS (How well)	SPECIFIC JOB SKILLS	LIFE SKILL APPLICATION
Applied: Fundamental:		
Applied:		
Applied: Fundamental:		
Applied: Fundamental:		
Applied:		

Site Information for Student Community Exploration

To be completed by the community resource person in preparation for a student's exploration of that person's job and workplace.

Marvin's General Contracting
Community Site

Carpentry
Job/Department

Address/Phone

Resource Person

School Staff Contact

Date

Supplementary Material for
Experience-Based Learning:
How to Make the Community Your Classroom

SPECIAL CONDITIONS

Physical Requirements

Please check or enter descriptions of those requirements that apply to your work:

x Heavy lifting beams, concrete

x Carrying beams, roofing bundles 80 lbs ea. etc.

x Stooping and crawling--underneath, attics

X Standing long periods all day long

no Sitting long periods No! Zero!

no Special voice qualities

no Tolerance for noise State Dept. of Health req. ear protection-- pbulished by state - equivalent to federal OSHA

no Special appearance

? Tolerance for odors

no Driving ability

Please list any other special physical requirements tolerant to extreme weather conditions with physical preparation

Clothing, Equipment Requirements

no Driver's license yes Hard hat yes Coveralls yes Rain, foul-weather gear

X Uniform safety boots or shoes

x Other carpenter's belt is recommended

Safety Conditions

Please describe special safety restraints or conditions at your job site:

OSHA state equivalent (state safety manual)

TOOLS, MATERIALS AND LEARNING RESOURCES AVAILABLE FOR STUDENT USE AT THE SITE

Tools unique to this job:

12' tape	2' pry bar
cross cut saw	flatbar
rip saw	combination square
28" level	chalk box
screw drivers	catspaw
nail sets	utility knife
putty knife	pliers
chisel	

Precision instruments:

builders transit
plumb bob
level
miter

Work samples and materials:

all of above

Heavy equipment:

Office machines (typewriters, calculators, adding machines, etc.)

caluclator could be useful

Audiovisual materials (films, tapes, slides, video tapes) and equipment (projectors, recorders, cameras) the student might use:

perhaps photography for promotion

Special classes the student might be able to take:

blue print reading
surveying
apprenticeship programs are all possibilities for the student

READING MATERIALS CHECKLIST

Which of these are available to students at your site?

- [x] Job application forms
- [x] Notices and signs on job site
- [x] Forms (order forms, invoices)
- [ ] Catalogs
- [ ] Brochures or printed advertising
- [x] Manuals and written instructions
- [ ] Schedules or lists
- [ ] Account statements
- [ ] Letters, memos, notes (a sampling)
- [x] Reports, pamphlets or articles in publications
- [ ] Telephone lists or lists of extensions
- [ ] Address lists
- [x] Labels or writing on packages
- [x] Union contracts
- [ ] Personnel tests regularly administered
- [x] Any other specific work-related materials
- [ ] List others

"Uniform building code"

Stock catalogues

Plans and blue prints

Using the list above as a reference, select <u>three</u> pieces of written material you feel must be read in order to do the job satisfactorily.

Uniform Building Code!

BASIC SKILLS ASSESSMENT

COMMUNICATIONS SKILLS

Describe three communications tasks essential to satisfactory performance of the job the student will be exploring. Describe the tasks below.

Your role will be to help the student understand these tasks and how they are used in your work. As the student tries to perform these tasks, evaluate the student's efforts. Indicate whether or not the student can perform the tasks and then sign the student's copy of the Exploration Record.

Description of tasks:

1.

2. (See below)

3.

If you cannot readily think of three job tasks using communications skills you may wish to use the following as examples:

1. *Student will copy vocabulary list from page 8 of this Site Information form and, at completion of exploration, explain the meaning of each term to the satisfaction of the resource person.*

2. *Student will demonstrate the ability to read and use a telephone message form by accurately recording in writing a telephone message for someone.*

1. The student will demonstrate that he/she can read the PDC work order and summarize the proposed job to the entire group of workers to the satisfaction of the instructor.

2. The student will demonstrate the ability to read and accurately follow the directions on a bag of cement or other similar building materials.

3. The student will display the skills to work cooperatively with another student and/or supervisor on a given task that demands interpersonal communication.

BASIC SKILLS ASSESSMENT

MATHEMATICS

Select five mathematics tasks essential to satisfactory performance of the job the student will be exploring or typical of work done regularly in that job. Describe the tasks below.

Your role will be to help the student understand these tasks and how they are used in your work. As the student tries to perform these tasks, evaluate the student's efforts. Indicate whether or not the student can perform the tasks and then sign the student's copy of the Exploration Record.

Description of tasks:

1.

2. (See below)

3.

If you cannot readily think of job tasks using math skills, you may wish to use the following as examples:

1. *The student will demonstrate the ability to identify by sight a half-inch wrench.*

2. *The student will figure out how much is 37 percent of $500 (with 100 percent accuracy).*

1. The student will estimate to within 10 sq. ft. how many square feet of carpeting is needed to cover 3 specified rooms in a house.

2. The student will calculate how much siding is needed to cover a roof that is 24 ft. at the base with a 4/12 pitch.

3. In a repair job replacing 2 x 4's the student will accurately measure how many board feet will be needed to cover a 10' x 8' wall area.

SPECIAL VOCABULARY

List any special vocabulary a person needs in order to perform this job. It will be the student's responsibility to find the meanings of these terms before leaving your site.

1. insulation
2. weatherization
3. sub-standard
4. install
5. building permit
6. rehabilitation
7. restoration
8. joist
9. work order
10. bill of materials
11. invoice
12. purchase order
13. inspection
14. leverage
15. fulcrum
16. tongue and groove
17. drywall
18. apprenticeship
19. journeyman
20. commercial value

APPENDIX G:
WORK PROGRESS REPORT

KING COUNTY WORK TRAINING PROGRAM

WORK PROGRESS REPORT

Participant _____ Team _____

Worksite _____ WTP Counselor _____

Job Title _____ Supervisor _____

Reporting Period _____

INSTRUCTIONS: First, participant and supervisor each complete rating independently. Then, they both meet together to complete final evaluation.

[5] Doing excellent job;at entry level or better. [4] Doing very good job as trainee. [3] Doing an acceptable job as trainee. [2] Doing a fair job as trainee; needs to improve. [1] Not doing an acceptable job as trainee.

BASIC WORK BEHAVIORS	JOB PERFORMANCE RATING		COMMENTS
	Supv.	Part.	
• DEPENDABILITY			
Works scheduled hours			
Gets to work on time			
Completes assigned tasks			
• INITIATIVE *Works well without close supervision*			
Sticks to assigned task without needing constant reminding			
Does extra things without being told			
• FOLLOWS DIRECTIONS			
• ATTITUDES *Does his/her best even when given tasks s/he doesn't like to do*			
Accepts constructive criticism			
Gets along with supervisor			
Gets along with other workers			
• WEARS RIGHT CLOTHING FOR THIS JOB			
• OTHER			

SPECIFIC JOB SKILLS - Specific skills the participant is to learn on this job. *(Please list and rate.)*			
1.			
2.			
3.			
4.			
5.			

Participant signature and date

Supervisor signature and date

White copy - Counselor
Yellow copy - Supervisor
Pink copy - Participant
Gold copy - Participant worksheet

For WTP use only:

☐ EDP UPDATE _____
(Counselor initial and date)